DOCUMENT RESUME

ED 261 516 EC 180 585

AUTHOR	Burell, Lewis P.; Talarico, Robert L.
TITLE	Project Prevocational: Prevocational Curriculum and Prevocational Assessment Battery.
INSTITUTION	East Central Ohio Special Education Regional Resource Center, Dover.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.
PUB DATE	May 82
NOTE	170p.
PUB TYPE	Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Basic Skills; Check Lists; *Curriculum Guides; Interpersonal Competence; *Job Skills; *Mild Mental Retardation; *Moderate Mental Retardation; *Prevocational Education; Secondary Education; Student Evaluation; Vocational Adjustment; *Vocational Evaluation; Work Attitudes
IDENTIFIERS	*Project Prevocational

ABSTRACT

Two products are presented from Project PREVOCATIONAL, designed to focus on entry-level skills and performance levels in 30 vocational education programs for mildly and moderately mentally retarded students. The curriculum is based on a philosophy of exploration, practice and attainment and focuses on short term instructional objectives for 31 goals in six areas (sample goals in parentheses): (1) academic skills (math, money skills, measuring); (2) physical skills (dexterity, memory, pace); (3) social skills (appearance, peer and employer relations); (4) work attitude (self concept, work concept); (5) work behavior (accuracy, attendance, perseverance, teamwork); and (6) work performance (choices, communication, timing). The project's second product is the Prevocational Assessment Battery, designed to assess the readiness of mildly retarded students for vocational program placement. The battery measures preparedness in six categories of training (tied to the curriculum) for 30 vocational programs. Components of the battery include a student profile of functioning in 31 prevocational skills, a criterion-referenced checklist of prevocational skills, and a program/job entry-level profile. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ESEA IV-C

ED261516

PROJECT PREVOCATIONAL

PREVOCATIONAL CURRICULUM

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

EC180585

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

BEST COPY AVAILABLE

PREVOCATIONAL CURRICULUM

PROJECT
PREVOCATIONAL

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

LEWIS P. BURRELL Ed.D. PROJECT DIRECTOR
ROBERT L. TALARICO DIRECTOR

FISCAL AGENT: TUSCARAWAS COUNTY BOARD OF EDUCATION

The activity which is the subject of this report was supported in whole or in part by the United States Department of Education, through the Ohio Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Ohio Department of Education, and no official endorsement by the United States Department of Education or the Ohio Department of Education should be inferred.

PREVOCATIONAL ASSESSMENT BATTERY

Abstract

Project PREVOCATIONAL, comprised of two related products, was developed to meet the prevocational needs of handicapped students which are not being met by existing programs. The project is designed to focus on a target population which is defined in Ohio as Developmentally Handicapped. According to the definition set forth by the American Association of Mental Deficiency (AAMD), this population would include children in the moderate and mild range of retardation and also would include students of borderline intellectual functioning. In the project proposal, these students were defined as Educable Mentally Retarded (EMR). In the PREVOCATIONAL Project, student entry-level competencies and standard levels of performance for 30 vocational education programs were identified. Assessment criteria were defined in terms of program entry-level skills.

The Prevocational Assessment Battery was designed to assess the readiness of educable mentally retarded students for vocational program placement. The battery measures student prevocational preparedness in six categories of training in thirty (30) vocational programs. The Prevocational Assessment Battery contains the following components: 1)a student profile was designed to measure student functioning in thirty-one prevocational skills, thus determines student readiness for vocational program entry; 2) a criterion-referenced checklist of prevocational skills includes the operational definitions for each of five levels of performance for thirty-one prevocational skills, thus enhancing the reliability of the student profile scales; and 3) a program/job entry-level profile was developed as an indicator of the minimum level of performance expected in two basic areas: the level required for entry into a specific vocational program and the job entry-level requirement.

The Prevocational Assessment Battery product was developed with contributions from fifteen vocational school curriculum specialists, a seventeen member advisory panel, and seven special education and university consultants from a ten-county region in East-Central Ohio. Validity and reliability measures of the product have been completed under the normal educational research procedures.

BEST COPY AVAILABLE

Project Prevocational was developed with funds allocated under ESEA Title IV-C, through the Ohio Department of Education, Division of Planning and Evaluation, and Project No. 0012-4C-82-D-1 originally submitted under the title "Prevocational Assessment and Training for Handicapped High School Students."

FOR MORE INFORMATION CALL OR WRITE:

ECO SERRC
818 Boulevard
Dover, Ohio 44622

(216) 343-3355

ACKNOWLEDGMENTS

We wish to express appreciation to the East Central Ohio Special Education Regional Resource Center (ECO SERRC) Governing Board and the Tuscarawas County Board of Education as fiscal agent for continued support, cooperation, and assistance.

We also wish to express appreciation to:

The Task Force which developed the Prevocational Curriculum

Ron Bovenizer	Belmont-Harrison Area Joint Vocational School
James P. Gallagher	Jefferson County Joint Vocational School
Brenda L. Hollensen	Coshocton County Joint Vocational School
Thomas Kyanko	Jefferson County Joint Vocational School
Robert L. McGuire	Buckeye Joint Vocational School
John Oguich	Jefferson County Joint Vocational School
Michael Price	Buckeye Joint Vocational School
Gary Romes	Coshocton County Joint Vocational School
Sheila Romes	Coshocton County Joint Vocational School
Joe Roy	Belmont-Harrison Area Joint Vocational School
Robert Sharp	Muskingum Area Joint Vocational School
Sara Swingle	Muskingum Area Joint Vocational School
Barbara Watkins	Tuscarawas County Schools
Merle Whitis	Buckeye Joint Vocational School
Earnest Wine	Belmont-Harrison Area Joint Vocational School

The Community Communications Council which advised and provided an information interphase

Patricia Boron	Buckeye Joint Vocational School
Michael Butkus	Ohio Bureau of Vocational Rehabilitation
Mona DeLong	East Guernsey Local Schools
Connie Ferrell	East Guernsey Local Schools
James Gallagher	Jefferson County Joint Vocational School
Richard Martinez	Holmes County Schools
Frances Morland	Caldwell Exempted Village Schools
Neil Nixon	Indian Creek Local Schools
Gary Romes	Coshocton County Joint Vocational School
John Stinoski	Bellaire City Schools
Sara Swingle	Muskingum Area Joint Vocational School
Barbara Watkins	Tuscarawas County Schools
Robert Willis	Bellaire City Schools
Earnest Wine	Belmont-Harrison Area Joint Vocational School
Sara Winn	Zanesville City Schools
Ned Woolums	Jefferson County Schools
Keith Wright	Garaway Local Schools

The ECO SERRC Staff Members who assisted through critical analysis of developmental stages and products

Bernard Divis
James Martinek

Julia Thompson
Jerry Whittaker

The University Consultants who assisted with methodology design and research validation measures

Jerald F. Etienne, Ed.D.	Department of Special Education
Alfred D. Garvin, Ph.D.	Department of Educational Research
Roger Stuebing	Behavioral Sciences Laboratory

(The University of Cincinnati)

The secretary to the project, for her dedication and professionalism in every aspect of this product development.

Marilyn Young

To all these persons we are most grateful.

Lewis P. Burrell, Ed.D.
Robert L. Talarico

PROJECT PREVOCATIONAL
PREVOCATIONAL CURRICULUM

TABLE OF CONTENTS

Acknowledgments iv

Introduction viii

Prevocational Philosophy and Goal Statements x

Prevocational Curriculum Coding System xvii

Prevocational Curriculum Areas By Prevocational Skill

CHAPTER I. ACADEMIC SKILLS 1
1. Math Skills
2. Measuring
3. Money Skills
4. Reading Level
5. Writing Skills

CHAPTER II. PHYSICAL SKILLS 11
6. Dexterity
7. Memory
8. Pace
9. Stamina

CHAPTER III. SOCIAL SKILLS 19
10. Appearance
11. Employer Relations
12. Peer Relations
13. Self-Expression
14. Sociability

CHAPTER IV. WORK ATTITUDE 29
15. Self-Concept
16. Work Concept

CHAPTER V. WORK BEHAVIOR 33
17. Accuracy
18. Attendance
19. Care of Supplies
20. Caution
21. Perseverance
22. Repetitiveness
23. Teamwork
24. Tool Use
25. Work Independence

CHAPTER VI. WORK PERFORMANCE 51
26. Choices
27. Communication
28. Comprehension
29. Direction
30. Simultaneity
31. Timing

CHAPTER VII. EVALUATION

. Form 63
. Summary 66

APPENDIX.

A. Criterion-Referenced Checklist 67
B. Student Profile Form 68

PREVOCATIONAL CURRICULUM

INTRODUCTION

A. GENERAL

Project PREVOCATIONAL, comprised of four related products, was developed to meet the prevocational needs of handicapped students which are not being met by existing programs. The project is designed to focus on a target population which is defined in Ohio as Developmentally Handicapped. According to the definition set forth by the American Association on Mental Deficiency (AAMD), this population would include children in the moderate and mild range of retardation and also would include students of borderline intellectual functioning. In the project proposal, these students were defined as Educable Mentally Retarded (EMR). In this project, student entry-level competencies and standard levels of performance for 30 vocational education programs are identified. Assessment criteria are defined in terms of program entry-level skills. Standardized tests and nonstandardized tests/techniques used in vocational program placement were reviewed. The research was compiled and included in two handbooks, the Prevocational Program Information Handbook and the Prevocational Assessment Information Handbook.

The Prevocational Curriculum is designed to provide teachers and program planners an operational base for the development of instructional strategies and student activities. The materials are designed to address each of the critical areas of the criterion reference of the Prevocational Assessment Battery. The curriculum itself provides goals and objectives for 31 prevocational skills under six broad categories. It is composed of separate components explained below.

B. ORGANIZATION OF THE PREVOCATIONAL CURRICULUM

The Prevocational Curriculum contains the following components:

1. PREVOCATIONAL PHILOSOPHY

The Prevocational Philosophy is designed to provide program planners with a philosophical base for designing district-wide prevocational program planning.

2. PREVOCATIONAL SKILL AND LEVEL OF PERFORMANCE

The Prevocational Curriculum addresses 31 prevocational skills and five levels of performance within each skill. These are also the skills and criteria of the Prevocational Assessment Battery. Thus, student needs can be easily identified, and instructional strategies could be readily developed at any student's given level of functioning.

3. GOAL STATEMENT

A goal statement has been developed for each of the five levels of performance for each prevocational skill. The statement represents those expected performance activities and learning strategies in a student's prevocational development at any given level on a continuum of one to five. The goal statement does not necessarily represent the common annual goal statement.

4. SHORT-TERM INSTRUCTIONAL OBJECTIVES

Two short-term instructional objectives have been developed for each goal statement. These competency-based objectives are broad and general and are presented according to difficulty level.

C. EXPECTED OUTCOMES

By using the Prevocational Curriculum, the school staff will be able to improve student skills in any of the 31 prevocational skills listed above. One advantage of this type of curriculum is its adaptability for meeting individual student needs. Another advantage is that the curriculum directly addresses areas of student need identified and defined through the Prevocational Assessment Battery.

D. FUTURE DEVELOPMENT

Any future development should focus on expanding the curriculum to include classroom instructional objectives, activities, and resources. Field testing of a final product will establish a statistical base for research analysis of the product and will strengthen the product validity.

E. VALIDITY AND RELIABILITY OF THE PREVOCATIONAL CURRICULUM

The curriculum was designed and validated by three university consultants and the project director. The product was developed by a 15-member task force of special and vocational educators.

The first validation was through comparison to nationally accepted products with similar goals for instruction. The quality of the facilitating aspects of the product was determined through a rating form of pertinent criteria.

The reliability of producing a consistent expected outcome will be established over subsequent years through standard field test procedures.

Lewis P. Burrell, Ed.D.
May, 1982

PREVOCATIONAL PHILOSOPHY*
HANDICAPPED VOCATIONAL EDUCATION
SEQUENTIALLY ARRANGED BROAD AND SPECIFIC AREAS

I. EXPLORATION

Work-related learning experiences of students involve the introduction of a variety of jobs and job requirements, investigations of career goals and ideals, the transition from the ideal to the real job world, and the observation of job traits on actual jobs in the real work environment. The student should gain direction through job exploration, through a crystalizing knowledge about his own abilities, interests, and choices. Also, with the exploration process, the student will become more aware of job availability and the physical rewards and reinforcements associated with work.

1. PHYSICAL REWARDS

   Receiving physical rewards will serve to encourage and stimulate work performance and attitudes.

2. AWARENESS

   The student must have a perception and knowledge of various jobs and job opportunities in order to build a foundation for realistic job choices.

3. ACCEPTANCE

   Every student will learn his/her role and acceptance in the world of work and discover and accept his/her own weaknesses, successes, and failures as well.

4. SENSITIVITY

   Being responsive to one's work environment and surroundings is basic to vocational training.

5. FLEXIBILITY

   Success in overall employment is dependent on one's ability to successfully modify his work-related activities when necessary.

6. RESOURCEFULNESS

   Continued reinforcement in terms of quantity and quality and in the selection of vocational goals is dependent on innovative and sometimes unusual ideas in terms of potential employment.

7. KNOWLEDGE ACQUISITION

   Knowledge acquisition evolves from a broad, general knowledge about jobs to the more narrow basis of the minimal skills required to achieve specific job successes.

8. CHOICE REDUCTION

In order to function in a job situation, the individual must be able to make choices in a logical, sequential order.

9. GROWTH

The student will experience personal growth during any given school year through participation in a formal vocational education program.

II. PRACTICE

A good teaching-learning plan provides for sufficient practice exercises to maximize learning and to retain new ideas and skills. Reward and reinforcement techniques enhance skill development through practice. Practice improves memory and maintains sequences and order and, in addition, provides for overlearning, a principle of chaining for skill acquisition. Especially, in a curriculum for retarded learners, the "practice" concept in a variety of multi-sensory materials and activities becomes even more crucial. Slow learners do not transfer learning easily; thus, a great need exists for multiple practice experiences in a variety of situations. Slow learners need much more practice to master the new work-related skills.

10. STABILIZATION

Stabilization enhances employability through developed qualities of dependability, reliability, and consistent, steady performance. These qualities are developed through practice and are important in getting and maintaining a given job in the community.

11. SATISFACTION

Satisfaction as the result of job success should provide the student with the fulfillment of a need or want.

12. DISSONANCE

Employees may make positive changes, have improved morale, and thus have greater work longevity as they understand and/or accept varying beliefs and points of view among their co-workers.

13. CHALLENGES

The day to day stimuli needed for increasing employment competencies and growth culminate and challenge the worker and thus provide employment success.

14. INSIGHT

When one views his/her own needs, goals, and accomplishments in terms of his/her career, occupation, or job with renewed purpose and an inward desire to succeed, he/she has insight.

15. BARRIER REMOVAL

A well-structured vocational education program will lift barriers which would limit students in achieving their life goals.

16. SKILL ACQUISITION

Job proficiency and acquisition of specific skills are necessary to achieve success in certain jobs and are directly related to skill proficiency.

17. TOKEN REWARDS

Token rewards can be used as motivational tools in vocational education both to develop skills and to promote work experience activities.

III. ATTAINMENT

The vocational education program should provide for the attainment of many goals set by the student, including a self-selected occupation, skill competence in that occupation, job placement services, and successful work experience. The student will learn how to gain and hold employment, how to attain social status and ego comfort through the acquiring of a broadened skill development. The actual placement on a job and the student's successful performance on that job, are the ultimate in evaluation of program success. The student's development into a contributing member of society and of self-actualizing growth are the valuable by-products of vocational education.

18. VALUES EVALUATION

Getting and keeping a job is more than having knowledge and ability for an assigned job task. The student should learn to value and self-evaluate responsibilities of the work world; the emphasis in the curriculum will be on values' clarification with a focus on skills, attitudes, and work habits as they relate to job success.

19. SKILL RETENTION SHARPENING

A student must continually practice, improve upon, and sharpen those skills needed to gain and hold employment in a given occupational field.

20. TASK PERFORMANCE MAINTENANCE

Once a skill is learned, performance of job tasks is directly dependent upon the maintenance and renewal of the instructional learning process over time.

21. SOCIAL STATUS

Self-worth concepts, independence, relations with co-workers, and respect for those in authority, all contribute to social status. The acquisition of social status as recognized by family, co-workers, and peers is directly related to successful and satisfying employment.

22. JOB PREFERENCE STABILIZATION

Care should be taken in the training institution to insure that the jobs trained for do not suddenly become obsolete. The school and community should combine efforts to insure that the work task and the student skill and ability developments are commensurate.

23. EGO COMFORT/INTEGRITY

Ego satisfaction is a necessary component in the make-up of stable, well-adjusted individuals. In a job situation, the worker with sufficient ego comfort is more easily tolerated by friends, family, and co-workers.

---

*Source: Categories of this philosophy are from the manuscript copy of Vocational Training for the Mentally Retarded, by Jerald F. Etienne, Ed.D., and Neil M. Jaffe, Ed.D.

PREVOCATIONAL GOALS

ACADEMIC SKILLS

1. Math Skills

The student will develop those math skills needed for entry into a specific vocational training program.

2. Measuring

The student will be able to perform measuring operations needed for entry into a chosen vocational training program.

3. Money Concepts

The student will demonstrate money concepts and skills basic enough for occupational choice.

4. Reading Level

The student will demonstrate a reading proficiency sufficient to perform successfully in a vocational training program.

5. Writing Skills

The student will demonstrate the skill of legible writing, sufficient for entry into a chosen vocational training program.

PHYSICAL SKILLS

6. Dexterity

The student will demonstrate enough gross and fine motor coordination to perform adequately the tasks related to a chosen vocational training program.

7. Memory

The student will demonstrate sufficient memory ability to function successfully in a chosen vocational training program.

8. Pace

The student will perform assigned tasks at a sufficiently consistent and rapid pace to function successfully in a chosen vocational training program.

9. Stamina

The student will demonstrate sufficient physical stamina and strength to function successfully in a given vocational training program.

SOCIAL SKILLS

10. Appearance

The student will demonstrate a personal appearance suitable for entry into a vocational training program.

11. Employer Relations

The student will have an orientation about employers adequate enough to enable him/her to perform successfully within a vocational training program.

12. Peer Relations

The student will be able to relate and interact with others to the extent necessary for continued training within a given vocational training program.

13. Self-Expression

The student will demonstrate the communicative skills necessary for vocational program training.

14. Sociability

The student will demonstrate the ability to work cooperatively with peers and supervisors at levels necessary for continued, successful training.

WORK ATTITUDE

15. Self-Concept

The student will be able to understand himself/herself as a functioning part of the work force, especially in the area of occupational choice.

16. Work Concept

The student will be able to realize the work involved in a chosen occupation.

WORK BEHAVIOR

17. Accuracy

The student will have an understanding of the importance of accuracy and will perform with enough accuracy to enter a vocational training program of choice.

18. Attendance

The student will become reliable in attendance and punctuality sufficient to gain and hold employment in a given occupational field.

19. Care of Supplies

The student will have regard for materials and supplies used in a specific vocational training program.

20. Caution

The student will demonstrate care in all activities which pose personal hazard and will be aware of safety rules and regulations required in his/her chosen occupation.

21. Perseverance

The student will complete assigned program training tasks efficiently with little or no supervision.

22. Repetitiveness

The student will stay on a program task continuously and adequately perform routine, repetitive tasks under varying conditions and over a period of time in order to gain and maintain skills necessary for employment.

23. Teamwork

Given a training situation involving group activities, the student will work on an assigned task in a cooperative manner.

24. Tool Use

The student will be able to apply basic principles of tool use for successful training in a vocational training program.

25. Work Independence

The student will be able to work successfully at a training task of a chosen occupation with a minimal amount of supervison.

WORK PERFORMANCE

26. Choices

The student will demonstrate his/her proficiency in making choices required in a given vocational training program.

27. Communication

The student will be able to convey ideas, instructions, and problems and to ask questions necessary for successful completion of a vocational training program.

28. Comprehension

The student will develop the ability to understand conversation and instructions as they relate to performing a vocational training work assignment.

29. Direction

The student will show an ability to follow directions and procedures necessary for successful completion of a vocational training program.

30. Simultaneity

The student will show an ability to perform more than one activity at the same, or nearly the same, time as would be required in a vocational training program.

31. Timing

The student will demonstrate an ability to complete assignments according to schedule or within specified time limits as would be required in a vocational training program of choice.

PREVOCATIONAL CURRICULUM CODING SYSTEM

The Prevocational Curriculum has been organized in such a way as to provide the program planner with a break-down of information for basic planning and information for program implementation. The two basic sources of information are as follows:

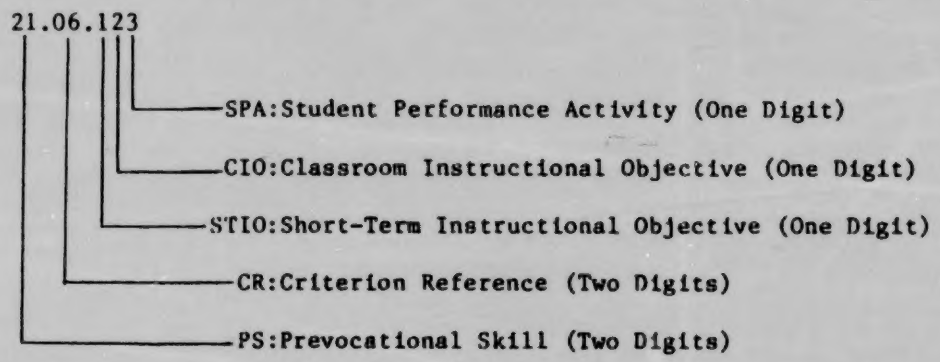
1-Individual Education Program (IEP) information, and
2-classroom instructional information.

In the curriculum section of this handbook, the left margin will include basic information for IEP development which is based on the Prevocational Curriculum materials. Student classroom instruction and classroom activity information is indented and presented with the planning information, but is not required data to be included in a child's IEP.

A coding system was established by program consultants, and the coding system is included in the space below. Abbreviations which correspond to the curriculum section are as follows:

PS - Prevocational Skill
CR - Criterion Reference
STIO - Short-Term Instructional Objective
CIO - Classroom Instructional Objective
SPA - Student Performance Activity

CODING INTERPRETATION -- PREVOCATIONAL CURRICULUM



21.06.123

SPA:Student Performance Activity (One Digit)
CIO:Classroom Instructional Objective (One Digit)
STIO:Short-Term Instructional Objective (One Digit)
CR:Criterion Reference (Two Digits)
PS:Prevocational Skill (Two Digits)

NOTE: Classroom Instructional Objectives and Student Performance Activities should be included in any further product developments in subsequent years.

CHAPTER I - ACADEMIC SKILLS

PREVOCATIONAL CURRICULUM

1. PREVOCATIONAL SKILL: Math Skills

1.01 LEVEL OF PERFORMANCE: Count by Rote

GOAL STATEMENT: The student will be able to count by rote from one to one hundred.

1.01.1 STIO: Given orally any number from 1 to 50, the student will be able to count orally from that number to 50 with 90% of the numerals in the proper sequence.

1.01.2 STIO: Given orally any number from 1 to 50, the student will be able to count orally from that number to 100 with 90% of the numerals in the proper sequence.

1. PREVOCATIONAL SKILL: Math Skills

1.02 LEVEL OF PERFORMANCE: Identifies Numbers to 100

GOAL STATEMENT: The student will count, identify by name, and write numbers from 0 to 100.

1.02.1 STIO: Given a quantity of items, e.g., pencils, paper clips, etc., the student will be able to name orally the number of items given and write the correct number on paper.

1.02.2 STIO: Given a written number, the student will be able to place the correct, corresponding number of items, e.g., pencils, paper clips, etc., into a box.

1. PREVOCATIONAL SKILL: Math Skills

1.03 LEVEL OF PERFORMANCE: Addition/Subtraction

GOAL STATEMENT: The student will add and subtract two-place numbers even with regrouping.

1.03.1 STIO: Given two two-digit numbers, the student will determine the sum of the two numbers without error.

1.03.2 STIO: Given two, two-digit numbers, the student will subtract the smaller number from the larger and will determine the correct remainder without error.

PREVOCATIONAL CURRICULUM

1. PREVOCATIONAL SKILL: Math Skills

1.04 LEVEL OF PERFORMANCE: Multiplication/Division

GOAL STATEMENT: The student will perform multiplication with a one-digit multiplier and division with a one-digit divisor.

1.04.1 STIO: Given a one-digit multiplier, the student will be able to multiply a two-digit multiplicand and determine the correct product.

1.04.2 STIO: Given a onedigit divisor, the student will be able to divide a two-digit dividend and determine the correct quotient.

1. PREVOCATIONAL SKILL: Math Skills

1.05 LEVEL OF PERFORMANCE: Functional Association

GOAL STATEMENT: The student will use math functioning in such a way to be self-sufficient in interpreting money values, keeping a checkbook, and common job functions.

1.05.1 STIO: Given a choice of items which have a monetary value, e.g., two jobs, two items of purchase, etc., the student will be able to select the item of greatest value.

1.05.2 STIO: Given a checkbook with a simulated balance (e.g., $100) and a list of expenditures, the student will be able to enter the expenditures and proper balance after each item is entered.

PREVOCATIONAL CURRICULUM

2. PREVOCATIONAL SKILL: Measuring

2.01 LEVEL OF PERFORMANCE: One-To-One Relationships

GOAL STATEMENT: The student will match unit measures and interpret the scales of such correspondence.

2.01.1 STIO: Given a foot ruler divided into inches, the student will match objects to the ruler and describe the length of each object to the nearest inch.

2.01.2 STIO: Given a yard stick, the student will match the measure with objects and describe lengths to the nearest foot.

2. PREVOCATIONAL SKILL: Measuring

2.02 LEVEL OF PERFORMANCE: Linear

GOAL STATEMENT: The student will measure objects of two dimensions and be able to interpret the measures.

2.02.1 STIO: Given a ruler and a line drawing of a rectangle, the student will determine the length and width of that object, being accurate to the nearest half inch.

2.02.2 STIO: Given a ruler and a line drawing of a triangular object, the student will determine the width and height of that object to the nearest half inch.

2. PREVOCATIONAL SKILL: Measuring

2.03 LEVEL OF PERFORMANCE: Weight

GOAL STATEMENT: The student will operate scales of various types and determine various weights of liquids, solids, and gases.

2.03.1 STIO: Given a scale capable of measuring in both pounds and ounces, the student will determine the weight of a given object to the nearest pound.

2.03.2 STIO: Given a gram weight scale, the student will measure the weight of a given object with accuracy to the nearest gram.

2. PREVOCATIONAL SKILL: Measuring

2.04 LEVEL OF PERFORMANCE: Volume and Space

PREVOCATIONAL CURRICULUM

GOAL STATEMENT: The student will calculate volumes of common, geometrically shaped objects.

2.04.1 STIO: Given a ruler and a line drawing of a cube, the student will determine the correct length of the sides and calculate the volume to the nearest quarter inch.

2.04.2 STIO: Given a rectangular cube, the student will record the lengths of the sides to the nearest quarter inch and calculate the volume.

2. PREVOCATIONAL SKILL: Measuring

2.05 LEVEL OF PERFORMANCE: Compound Measures

GOAL STATEMENT: The student will measure and combine various scales, making interpolations if necessary to gain total measures for a given job task.

2.05.1 STIO: Given a drawing with a line for measuring purposes, the student will determine the length in both feet and inches to the nearest tenth for each unit measure.

2.05.2 STIO: Given a drawing of a rectangle with a scale representing length, the student will determine the total distance around the perimeter.

PREVOCATIONAL CURRICULUM

3. PREVOCATIONAL SKILL: Money Concepts

3.01 LEVEL OF PERFORMANCE: One-To-One-Relationships

GOAL STATEMENT: The student will associate various denominations of money with a variety of objects of differing value.

3.01.1 STIO: Given three items of differing values, e.g., a screw driver, ratchet handle, electric drill, etc., the student will match the items with predetermined money values with 100% accuracy.

3.01.2 STIO: Given social events, e.g., a banquet lunch, a political lunch, a hotel room fee, etc., the student will match the event with an appropriate predetermined dollar amount with 100% accuracy.

3. PREVOCATIONAL SKILL: Money Concepts

3.02 LEVEL OF PERFORMANCE: Makes Change

GOAL STATEMENT: The student will make change when presented bills for goods purchased.

3.02.1 STIO: Given an item of value under $5, the student will be able to make change if presented with a five-dollar bill.

3.02.2 STIO: Given an item costing under $20, the student will be able to make change if presented with a twenty-dollar bill.

3. PREVOCATIONAL SKILL: Money Concepts

3.03 LEVEL OF PERFORMANCE: Planned Purchases

GOAL STATEMENT: The student will plan to buy goods for a particular purpose, given an amount of money and a source of goods.

3.03.1 STIO: Given various items costing less than one dollar, the student will determine the largest number of items that can be purchased with one dollar.

3.03.2 STIO: Given various items costing less than $20, the student will determine the largest number of items that can be purchased with a twenty-dollar bill.

PREVOCATIONAL CURRICULUM

3. PREVOCATIONAL SKILL: Money Concepts

3.04 LEVEL OF PREFORMANCE: Competitive Buying

GOAL STATEMENT: The student will seek out the best purchase price for goods from a variety of sources, considering quantity and hidden expenses.

3.04.1 STIO: Given various sales fliers, e.g., Sears, Wards, Rinks, etc., the student will list prices and select the best purchase price for a given item.

3.04.2 STIO: Given two store items of varying weights, the student will be able to calculate the best price per unit volume.

3. PREVOCATIONAL SKILL: Money Concepts

3.05 LEVEL OF PERFORMANCE: Budgeting

GOAL STATEMENT: The student will budget a small business or home operation.

3.05.1 STIO: Given a set of operational costs, e.g., an electric bill, a heating bill, etc., the student will be able to determine the minimum monthly income needed to pay these bills in full.

3.05.2 STIO: Given a predetermined monthly salary and various monthly expenses, the student will determine the estimated monthly profits of the business after all bills are paid.

PREVOCATIONAL CURRICULUM

4. PREVOCATIONAL SKILL: Reading Level

4.01 LEVEL OF PERFORMANCE: Letter Attack Skills

GOAL STATEMENT: The student will sound out consonants, vowels, and digraphs.

4.01.1 STIO: Given examples of consonants, vowels, and digraphs articulated correctly by the teacher, the student will speak each example accurately.

4.01.2 STIO: When presented a picture with a word containing either a consonant, vowel, digraph, or combination, the student will identify each and articulate accurately.

4. PREVOCATIONAL SKILL: Reading Level

4.02 LEVEL OF PERFORMANCE: Word Attack Skills

GOAL STATEMENT: The student will know the Dolsch sight vocabulary, will sound out unknown words, and will know basic syllabication.

4.02.1 STIO: When shown a flash card which lists any of the Dolsch basic vocabulary words, the student will recognize the word and speak it accurately.

4.02.2 STIO: Given a list of one- and two-syllable words, the student will identify the two-syllable words and know how to divide them.

4. PREVOCATIONAL SKILL: Reading Level

4.03 LEVEL OF PERFORMANCE: Interprets Sentences

GOAL STATEMENT: The student will read and comprehend sentences made up of one- and two-syllable words which form one independent and one dependent clause.

4.03.1 STIO: Given a written sentence containing one-syllable words, the student will read the sentence and explain orally its meaning.

4.03.2 STIO: Given a written sentence containing both one-and two-syllable words, the student will read the sentence and explain orally its meaning.

PREVOCATIONAL CURRICULUM

4. PREVOCATIONAL SKILL: Reading Level

4.04 LEVEL OF PERFORMANCE: Comprehends Paragraphs

GOAL STATEMENT: The student will understand the meaning or concept of several simple sentences in paragraph form.

4.04.1 STIO: Given a paragraph with one main idea, the student will be able to explain the idea.

4.04.2 STIO: Given a paragraph with two main ideas, the student will be able to identify both concepts.

4. PREVOCATIONAL SKILL: Reading Level

4.05 LEVEL OF PERFORMANCE: Interprets Paragraphs

GOAL STATEMENT: The student will read and comprehend the general meaning of several paragraphs arranged sequentially to tell a story.

4.05.1 STIO: Given the assignment of writing answers to a set of questions related to a series of at least two paragraphs, the student will find the correct answers and record them.

4.05.2 STIO: Given the assignment of identifying and explaining the central theme of a short story made up of at least two paragraphs, the student will isolate the theme and describe the story concept correctly.

PREVOCATIONAL CURRICULUM

5. PREVOCATIONAL SKILL: Writing Skills

5.01 LEVEL OF PERFORMANCE: Manuscript Alphabet

GOAL STATEMENT: The student will discriminate between and write manuscript letter forms. Letters may vary in size and shape. The student will exhibit proper grip and finger position on a writing utensil.

5.01.1 STIO: Given a series of manuscript letters to copy, the student will demonstrate proper pen and pencil movement with eye/hand coordination for letter formation and will form letters consistent in size and shape.

5.01.2 STIO: Given the task of printing specific letters of the alphabet, as spoken by the teacher, the student will write them from rote memory.

5. PREVOCATIONAL SKILL: Writing Skills

5.02 LEVEL OF PERFORMANCE: Copy Cursive

GOAL STATEMENT: The student will correctly copy cursive letters from a sample.

5.02.1 STIO: Given a series of cursive letters to copy, the student will demonstrate proper pen/pencil movement with eye/hand coordination for letter formation and will form letters consistent in size and shape.

5.02.2 STIO: Given a series of printed letters or words, the student will transpose them to cursive form.

5. PREVOCATIONAL SKILL: Writing Skills

5.03 LEVEL OF PERFORMANCE: Legible Writer

GOAL STATEMENT: The student's handwriting will be read with little difficulty by another person.

5.03.1 STIO: Given the task of improving cursive writing legibility, the student will transpose printed paragraphs in a practice book to cursive form.

5.03.2 STIO: Given the task of improving handwriting, the student will copy repeatedly the writing assignments with attention to letter formation and linkage so that it can easily be read by a teacher.

PREVOCATIONAL CURRICULUM

5 PREVOCATIONAL SKILL: Writing Skill

5.04 LEVEL OF PERFORMANCE: Functional Writer

GOAL STATEMENT: The student will write legibly his/her thoughts so that others can understand them.

5.04.1 STIO: Given the writing assignment of explaining an event, e.g., how to start a gasoline engine, the student will accurately do so.

5.04.2 STIO: Given the assignment of writing an autobiography, the student will perform the task in a clear, logical, legible manner.

5. PREVOCATIONAL SKILL: Writing Skill

5.05 LEVEL OF PERFORMANCE: Conveys Own Ideas

GOAL STATEMENT: The student will generate new ideas or initiatives and convey these in written form which can be understood by those who might carry them out.

5.05.1 STIO: Given the task of reducing utility costs for a home, the student will study and identify areas of cost reduction and outline procedures for implementation.

5.05.2 STIO: Given the assignment of developing a new idea, e.g., a plan for home use of solar energy, the student will research, design, and explain an understandable plan for delivery.

CHAPTER II - PHYSICAL SKILLS

PREVOCATIONAL CURRICULUM

6. PREVOCATIONAL SKILL: Dexterity

6.01 LEVEL OF PERFORMANCE: Awkward

GOAL STATEMENT: The student will develop sufficient coordination of body and hand movements enough to perform individual skill activities.

6.01.1 STIO: Given simple hand tools, the student will develop manipulative skills necessary for the tool use (e.g., filing a burr on a piece of metal, squaring off a block of wood).

6.01.2 STIO: Given simple hand tools, the student will perform operational tasks that involve the coordination and sequencing of more than one manipulative skill. (e.g., selecting a proper drill, then drilling a hole; lining up two pieces of wood, then fastening together with a screw; etc.)

6. PREVOCATIONAL SKILL: Dexterity

6.02 LEVEL OF PERFORMANCE: Gross Motor

GOAL STATEMENT: The student will develop sufficient major muscle motion and lifting techniques to be able to meet the physical requirements for employment in a specific field.

6.02.1 STIO: Given various materials (e.g., bulky articles, heavy loads, etc.), the student will learn to use his/her arms and legs in a manner which would insure safety for lifting.

6.02.2 STIO: Given a planned fitness program designed to develop strength and agility in the major muscle areas, the student will show improvement which will enable him/her to perform related work tasks.

6. PREVOCATIONAL SKILL: Dexterity

6.03 LEVEL OF PERFORMANCE: Fine Motor

GOAL STATEMENT: The student will develop fine-motor skills required for fine sequencing of vocational work.

6.03.1 STIO: Given hand tools used in fabricating and/or measuring precise objects (e.g. filing a block of steel until square, planing a stock of wood, etc.), the student will show development of eye-hand coordination.

PREVOCATIONAL CURRICULUM

6.03.2 STIO: Given exercises in power hand tool use (e.g., power hand drill to drill a specific-sized hole, power saw for cutting wood to a correct size, etc.), the student will learn to operate the tools with precision.

6. PREVOCATIONAL SKILL: Dexterity

6.04 LEVEL OF PERFORMANCE: Adept

GOAL STATEMENT: The student will develop the ability to design and implement assembly and repair procedures involving adept and deft fine-motor coordination and sequenced performance steps.

6.04.1 STIO: Given an assembly operation, the student will learn to plan logical sequencing of the assembly tasks. (e.g., the layout and fabrication of a project such as a desk top bookholder using measuring tools, cutting tools, fastening devices and a wood finishing activity)

6.04.2 STIO: Given an object that is malfunctioning or broken, the student will repair the object. (e.g., a piece of furniture could be duplicated to the original design by replacing a broken leg)

6. PREVOCATIONAL SKILL: Dexterity

6.05 LEVEL OF PERFORMANCE: Deft

GOAL STATEMENT: The student will develop speed in both the planning and the implementation of job tasks which require gross-motor and fine-motor skills and demonstrate both physical adroitness and natural ease of performance.

6.05.1 STIO: Given a particular task that requires eye and hand coordination, the student will develop speed in all manipulative areas required (e.g., a time and motion study of an assembly project), emphasizing the quickest and most accurate assembly techniques.

6.05.2 STIO: Given a specific job with several steps, the student will learn to plan the best approach before the actual skill performance tasks are undertaken. (e.g. planning the step-by-step sequence in the construction of a bird house, picnic table, etc.)

PREVOCATIONAL CURRICULUM

7. PREVOCATIONAL SKILL: Memory

7.01 LEVEL OF PERFORMANCE: Recall With Cues

GOAL STATEMENT: The student will remember previous events only when others provide hints.

7.01.1 STIO: Given an oral cue as a stimuli (e.g., a reminder to wear safety glasses), the student will be able to recall prior classes on safety instruction on such topics as shop and home safety hazards.

7.01.2 STIO: Given a visual cue (e.g., displaying a damaged screw driver), the student will be able to identify the key points of previous instructional sessions on the proper use of hand tools.

7. PREVOCATIONAL SKILL: Memory

7.02 LEVEL OF PERFORMANCE: Immediate Recall of Facts

GOAL STATEMENT: The student will display short-term memory of facts.

7.02.1 STIO: Immediately following instruction and a demonstration of a job task (e.g. proper use of carpentry portable power tools), the student will be able to identify and properly use the demonstrated portable power tools.

7.02.2 STIO: Following demonstrations and practice sessions of a job task (e.g., the lubrication of an automobile), the student will be able to point out steps of the task (such as lubrication points) and to perform the task (e.g., lubricate the automobile).

7. PREVOCATIONAL SKILL: Memory

7.03 LEVEL OF PERFORMANCE: Long-Term Recall With Cues

GOAL STATEMENT: The student will be able to remember events that have occurred in the distant past when others provide hints.

7.03.1 STIO: By cluing a student on a segment of a task (e.g., designating the proper auto service manual to use), the student will be able to recall previously taught techniques in order to complete the task (e.g., using the service manual to check engine specifications).

PREVOCATIONAL CURRICULUM

7.03.2 STIO: Having previously been taught a job task (e.g., thoroughly cleaning the classroom), the student will be able to complete the task when given some visual cues (e.g., pointing out the necessary cleaning equipment and materials to use).

7. PREVOCATIONAL SKILL: Memory

7.04 LEVEL OF PERFORMANCE: Long-Term Recall of Facts

GOAL STATEMENT: The student will display knowledge of facts learned in the distant past.

7.04.1 STIO: When asked, the student will be able to state some of the interesting things he did during summer vacations, citing the activity, the time, and the place. (e.g., surf fishing in the ocean at Cape Hatteras, North Carolina, during a summer vacation)

7.04.2 STIO: When requested, the student will be able to recall key facts such as the who, what, and why of previous school events. (e.g., guest speakers, school assemblies, and group vocational counseling)

7. PREVOCATIONAL SKILL: Memory

7.05 LEVEL OF PERFORMANCE: Retains Information

GOAL STATEMENT: The student will display both short- and long-term recall of events, facts, and concepts to which he/she has been exposed.

7.05.1 STIO: Having received prior instruction on the use of measuring devices (e.g., a ruler and framing square), the student will be able to recall measuring facts and will use the facts for constructing projects (e.g., saw horses of a specific dimension).

7.05.2 STIO: Being previously taught and demonstrated the basic mathematical concepts of proportions (e.g., proportions needed to reduce a recipe), the student will be able to increase or decrease recipes proportionately.

PREVOCATIONAL CURRICULUM

8. PREVOCATIONAL SKILL: Pace

8.01 LEVEL OF PERFORMANCE: Substandard

GOAL STATEMENT: The student will perform motor movements required for employment and will improve on these for future success in a job task.

8.01.1 STIO: Having the physical ability to perform a job task (e.g., the construction of picnic tables), the student will develop the necessary speed to succeed at the task. (e.g., completing the tables within a specified period of time)

8.01.2 STIO: Having the necessary motor movements to succeed at a job task (e.g., painting picnic tables), the student will increase his time and motion movements to finish the task within shorter time limits.

8. PREVOCATIONAL SKILL: Pace

8.02 LEVEL OF PERFORMANCE: Inconsistent

GOAL STATEMENT: The student will work at a satisfactory rate for intervals of time.

8.02.1 STIO: Given a job task on an assembly line (e.g., stacking trays in the cafeteria), the student will be able to work consistently at a steady rate of speed to prevent a backlog.

8.02.2 STIO: Given a job task on an assembly line (e.g., cleaning trays at a dishwashing station), the student will be able to perform the task at a satisfactory pace which will meet the time requirements of the task.

8. PREVOCATIONAL SKILL: Pace

8.03 LEVEL OF PERFORMANCE: Fairly Consistent

GOAL STATEMENT: The student will work at a reasonably steady rate of speed in a competitive manner.

8.03.1 STIO: Given a job task (e.g., preparing salads for a cafeteria), the student will be able to meet the requirements of the task by working at a fairly steady rate.

8.03.2 STIO: Given a job task (e.g., mowing a lawn), the student will be able to complete the task within an adequate amount of time by performing at a steady rate of speed.

PREVOCATIONAL CURRICULUM

8. PREVOCATIONAL SKILL: Pace

8.04 LEVEL OF PERFORMANCE: Systematic

GOAL STATEMENT: The student will work at a methodical and reasonable rapid rate of speed.

8.04.1 STIO: Given a job task (e.g., compiling pamphlets), the student will work at a methodical and steady pace and will be able to perform the task within a time period acceptable to the supervisor.

8.04.2 STIO: Given a job task (e.g., refinishing furniture), the student will be able to systematically finish the task on time by working at a rapid pace.

8. PREVOCATIONAL SKILL: Pace

8.05 LEVEL OF PERFORMANCE: Adept

GOAL STATEMENT: The student will be able to vary his/her rate of speed to meet the demands of the job and will work at a high rate of speed if he/she needs to do so.

8.05.1 STIO: Given a job task to perform within a specified period of time (e.g., arranging flowers and then increasing the amount of flowers to be arranged within the original time limits), the student will be able to complete the task in a given time period.

8.05.2 STIO: Given a specified period of time to perform a task (e.g., reconditioning an automobile in less time than originally stated), the student will be able to alter his/her rate of speed to meet an adjusted time schedule.

9. PREVOCATIONAL SKILL: Stamina

9.01 LEVEL OF PERFORMANCE: Easily Fatigued

GOAL STATEMENT: The student will develop job performance stamina necessary to perform a task for a short period of time.

9.01.1 STIO: The student will practice body movements (e.g., bending, and stretching exercises) that help develop work-related stamina.

9.01.2 STIO: The student will develop stamina doing repetitious production work (e.g., sanding a block of wood, sorting beads, walking, etc.) on a designated project.

9. PREVOCATIONAL SKILL: Stamina

9.02 LEVEL OF PERFORMANCE: Sluggish

GOAL STATEMENT: The student will improve general health in order to accommodate the physical requirements of the assigned tasks.

9.02.1 STIO: The student will be counseled on health-related and attitudinal problems and will learn to complete an assigned task through encouragement, counseling, and repetition.

9.02.2 STIO: The student will become aware of the physical capacity needed to sustain activity in a particular field of endeavor and will perform a manipulative task and will work toward completing the task.

9. PREVOCATIONAL SKILL: Stamina

9.03 LEVEL OF PERFORMANCE: Sporadic

GOAL STATEMENT: The student will be prepared to function at an acceptable physical level at all times.

9.03.1 STIO: The student will set priorities for viewing job performance in terms of physical readiness and physical capability. A task such as construction of a bookcase will be assigned to the student, and performance relating to this task will be measured by the time taken and completeness of that task.

PREVOCATIONAL CURRICULUM

9.03.2 STIO: The student will work on the construction of a simple project in which he/she will be able to develop pride in the craftsmanship of his/her work, e.g., a spice cabinet, that will illustrate beauty and utility.

9. PREVOCATIONAL SKILL: Stamina

9.04 LEVEL OF PERFORMANCE: Consistent

GOAL STATEMENT: The student will engage in physical activities appearing well-rested and willing to participate.

9.04.1 STIO: The student will work on a production project that requires a specific output in a regulated amount of time which will reveal that the student has developed a suitable work pace that is both productive and cost efficient.

9.04.2 STIO: The student will develop physical capacities through a plan of job efficiency simulations.

9. PREVOCATIONAL SKILL: Stamina

9.05 LEVEL OF PERFORMANCE: Endures

GOAL STATEMENT: The student will develop a realistic performance with others in areas of extraordinary physical capacities and within the bounds of both good work quality and safety.

9.05.1 STIO: The student will exercise a physical task activity involved with learned planning and management skills in relation to a selected work-related project.

9.05.2 STIO: The student will schedule, plan, and then perform work in a job in an efficient manner.

CHAPTER III - SOCIAL SKILLS

PREVOCATIONAL CURRICULUM

10. PREVOCATIONAL SKILL: Appearance

10.01 LEVEL OF PERFORMANCE: Slovenly

GOAL STATEMENT: The student will understand when his/her nails and hair are dirty and inappropriate and will realize when his/her clothes are soiled, ill-fitting, worn, and ragged.

10.01.1 STIO: Given a role-playing situation regarding proper attire (e.g., a child care class demonstration), the student will recognize those students displaying proper attire.

10.01.2 STIO: Given a role-playing situation regarding proper grooming, the student will be able to tell which students are properly groomed.

10. PREVOCATIONAL SKILL: Appearance

10.02 LEVEL OF PERFORMANCE: Untidy

GOAL STATEMENT: The student will be able to understand when his/her hair is clean but uncombed and will be able to realize when his/her clothes are slightly soiled, worn, ill-fitting, and wrinkled.

10.02.1 STIO: Given an audio-visual presentation in class concerning job interviews, the student will be able to point out any untidy condition of the interviewee's hair.

10.02.2 STIO: Given an audio-visual presentation in class concerning proper dress for an interview, the student will be able to point out the pertinent components of appropriate dress for an interviewee.

10. PREVOCATIONAL SKILL: Appearance

10.03 LEVEL OF PERFORMANCE: Presentable

GOAL STATEMENT: The student will understand that his/her clothes are somewhat worn or wrinkled even though his/her body and hair are clean and his/her clothes fit properly.

10.03.1 STIO: Given a situation involving choosing between worn, wrinkled clothing and clean, presentable clothing, the student will choose the clean, presentable clothing.

10.03.2 STIO: Given a situation (e.g., role playing a vocational club meeting), the student will choose appropriate attire (e.g., clean, pressed clothes, rather than worn, ill-fitting, and wrinkled clothes).

10. PREVOCATIONAL SKILL: Appearance

10.04 LEVEL OF PERFORMANCE: Neat

GOAL STATEMENT: The student will understand that his/her clothes are in very good condition, clean and pressed, and will pay close attention to detail in his/her appearance with clean body and hair well groomed.

10.04.1 STIO: Given a situation (e.g., a videotaped interview), the student will point out those students with clothing that is not appropriate and those students that have not paid close attention to details in their appearance with regards to a clean body and well-groomed hair.

10.04.2 STIO: Given a situation (e.g., videotaped interviews), the student will acknowledge those students with clothing in very good condition and those students that have paid close attention to detail in their appearance relating to a clean body and well-groomed hair.

10. PREVOCATIONAL SKILL: Appearance

10.05 LEVEL OF PERFORMANCE: Well Groomed

GOAL STATEMENT: The student will understand that his/her clothes are like new, clean, pressed, color-coordinated, and proper for the occasion or season and that his/her hair is neatly combed and nails are clean and trimmed.

10.05.1 STIO: Given a situation (e.g., a mock interview arranged with local business people), the student will appear in clothes that are like new, clean, and pressed, and he/she will have paid close attention to detail in his/her appearance with a clean body and hair that is well groomed.

10.05.2 STIO: Given a situation (e.g., an actual job interview), the student will appear in clothes that are like new, clean, and pressed, and he/she will have paid close attention to detail in his/her appearance with a clean body and hair that is well groomed.

PREVOCATIONAL CURRICULUM

11. PREVOCATIONAL SKILL: Employer Relations

11.01 LEVEL OF PERFORMANCE: Must be Told Task

GOAL STATEMENT: The student will be able to do a job task after being told and will gain the foresight to become involved in another task on his/her own after being shown what to do.

11.01.1 STIO: Given a task (e.g., cleaning the chalkboard), the student will be able to complete the task after being shown how to proceed.

11.01.2 STIO: Given a task (e.g., cleaning chalkboard erasers, emptying pencil sharpener), the student will be able to complete the task after being shown how to proceed.

11. PREVOCATIONAL SKILL: Employer Relations

11.02 LEVEL OF PERFORMANCE: Follows Directions

GOAL STATEMENT: The student will be able to follow directions through all the details of a given task and will be able to follow through with performance.

11.02.1 STIO: Given the details of a task (e.g., moving chairs and sweeping the floor), the student will be able to explain the directions through all of the details.

11.02.2 STIO: Given the details of a task (e.g., moving chairs and sweeping the floor), the student will be able to explain the directions through all of the details and will then successfully perform the task.

11. PREVOCATIONAL SKILL: Employer Relations

11.03 LEVEL OF PERFORMANCE: Keeps on Task

GOAL STATEMENT: The student will be able to stay on task without interruption from external forces and will complete the task in due time.

11.03.1 STIO: Given a task (e.g., washing the board during classtime), the student will complete the task without interruption from others.

PREVOCATIONAL CURRICULUM

11.03.2 STIO: Given a task (e.g., sorting a box of candy), the student will remain on task and complete the task without interruption and within a designated time period.

11. PREVOCATIONAL SKILL: Employer Relations

11.04 LEVEL OF PERFORMANCE: Seeks Out Task

GOAL STATEMENT: The student will seek out another task and will keep working after completing his/her original task.

11.04.1 STIO: Given a task (e.g., running the wash cycle of the dishwasher), the student will be able to recognize and will explain when the task is successfully completed and will seek directions for another task.

11.04.2 STIO: Given a task (e.g., completing the wash cycle of the dishwasher), the student will be able to perform task details related to the completion of the task and will seek out another task.

11. PREVOCATIONAL SKILL: Employer Relations

11.05 LEVEL OF PERFORMANCE: Promotes Business

GOAL STATEMENT: The student will be able to be trusted with customer relations and will conduct his/her job in such a way as to promote business.

11.05.1 STIO: Given a task (e.g., repairing a piece of equipment that was faulty), the student will react to the customer in a manner that will promote business.

11.05.2 STIO: Given a task of working with a customer (e.g., bringing materials from a stockroom for a customer), the student will be prompt and will exercise all the qualities which would enhance good business relations.

PREVOCATIONAL CURRICULUM

12. PREVOCATIONAL SKILL: Peer Relations

12.01 LEVEL OF PERFORMANCE: Non-Belligerent

GOAL STATEMENT: Although the student keeps to himself/herself, does his/her own work, does not associate with other workers, he/she will display a favorable attitude toward others.

12.01.1 STIO: The student will be able to complete work with a good attitude, even though working near two or more other individuals.

12.01.2 STIO: The student will show the importance of association with other workers through spoken and nonspoken communication on the job.

12. PREVOCATIONAL SKILL: Peer Relations

12.02 LEVEL OF PERFORMANCE: Rarely Speaks

GOAL STATEMENT: The student will speak to another worker when spoken to or respond when asked a question.

12.02.1 STIO: The student will develop three communication techniques to speak better to fellow workers while working.

12.02.2 STIO: The student will be able to state reasons about the importance of giving and receiving effective oral instructions in the work situation.

12. PREVOCATIONAL SKILL: Peer Relations

12.03 LEVEL OF PERFORMANCE: Friendly

GOAL STATEMENT: The student will be friendly with fellow workers and will continue on task, showing interest and care toward fellow workers.

12.03.1 STIO: The student will become aware of how his/her views of others affect co-worker relationships.

12.03.2 STIO: The student will review McKnight's filmstrip and cassette, "You, Your Employer, Your Co-Worker," and define in one page a friendly working relationship.

12. PREVOCATIONAL SKILL: Peer Relations

12.04 LEVEL OF PERFORMANCE: Helps Peer When Told

PREVOCATIONAL CURRICULUM

GOAL STATEMENT: The student will work with others to perform a task when instructed to do so.

12.04.1 STIO: The student will develop an understanding and verbally communicate how his/her own self-concept affects dealing with co-workers.

12.04.2 STIO: The student will work in a group following a set of written instructions.

12. PREVOCATIONAL SKILL: Peer Relations

12.05 LEVEL OF PERFORMANCE: Teams With Peers

GOAL STATEMENT: The student will volunteer services to perform a job task, and he/she will cooperate with peers in the completion of the task.

12.05.1 STIO: The student will demonstrate his/her understanding of responsibilities to co-workers by volunteering to complete a job task, showing dependability and good judgment, showing concern for detail, and respecting fellow workers.

12.05.2 STIO: The student will analyze the filmstrip, "Human Relations," by McKnight, and state reasons for cooperation when assisting a fellow worker.

PREVOCATIONAL CURRICULUM

13. PREVOCATIONAL SKILL: Self-Expression

13.01 LEVEL OF PERFORMANCE: Unintelligible

GOAL STATEMENT: The student will respond to physical and verbal gestures even though he/she cannot be clearly understood.

13.01.1 STIO: The student will, when participating in a reading assignment, gesture accurately to communicate the meaning of the words to the reading assignment.

13.01.2 STIO: After a code language has been initiated and implemented by the instructor and is understood by those involved, the student will be able to communicate with another individual.

13. PREVOCATIONAL SKILL: Self-Expression

13.02 LEVEL OF PERFORMANCE: Limited Verbal Response

GOAL STATEMENT: The student will be able to use words or short phrases to answer verbal stimuli.

13.02.1 STIO: When given a tape recorder with definitions of words prerecorded, the student will be able to correctly identify the words with 90% accuracy.

13.02.2 STIO: Given an introduction to key nouns, the student will verbally give as many applicable adjectives or descriptive words as possible.

13. PREVOCATIONAL SKILL: Self-Expression

13.03 LEVEL OF PERFORMANCE: Makes Statements

GOAL STATEMENT: The student will verbalize a complete idea or question.

13.03.1 STIO: The student will, when given a functional object, describe the object in minute detail, describing its use and benefits to the class.

13.03.2 STIO: When given a situation (e.g., movie, T.V. show, class discussion), the student will be able to complete a "I have learned ....." statement, describing at least three key points learned.

PREVOCATIONAL CURRICULUM

13. PREVOCATIONAL SKILL: Self-Expression

13.04 LEVEL OF PERFORMANCE: Initiates Conversation

GOAL STATEMENT: The student will initiate conversation with little or no prompting.

13.04.1 STIO: Given a situation in which the student needs to communicate with a teacher, other adults, or peers, the student will independently and politely communicate his/her needs, questions, or feelings.

13.04.2 STIO: The student will, when given a role-playing situation, act out coping skills for a given performance.

13. PREVOCATIONAL SKILL: Self-Expression

13.05 LEVEL OF PERFORMANCE: Socially Expressive

GOAL STATEMENT: The student will initiate conversations frequently and will express himself/herself in clearly understandable terms.

13.05.1 STIO: The student will participate in a volunteer work program which involves interaction with several individuals.

13.05.2 STIO: The student will contact people in the community to set up a speaker for the class and introduce the speaker to the class.

PREVOCATIONAL CURRICULUM

14. PREVOCATIONAL SKILL: Sociability

14.01 LEVEL OF PERFORMANCE: Ignores Others

GOAL STATEMENT: Although the student is withdrawn, he/she will interact with at least one other person.

14.01.1 STIO: After reading and viewing various selections, the student will be able to list and explain five reasons why it is necessary to socially interact with others.

14.01.2 STIO: When given a listening exercise about a simulated social situation which requires social activities, the student will be able to perform required tasks explained in the exercise.

14. PREVOCATIONAL SKILL: Sociability

14.02 LEVEL OF PERFORMANCE: Reserved

GOAL STATEMENT: Although the student is generally shy or somewhat withdrawn, he/she will interact with others when the interaction is initiated by the other person.

14.02.1 STIO: The student will initiate a conversation with at least two individuals from the class during a given morning under appropriate circumstances.

14.02.2 STIO: The student will prepare to role play a job situation which he/she has had and will present this to the class.

14. PREVOCATIONAL SKILL: Sociability

14.03 LEVEL OF PERFORMANCE: Responsive

GOAL STATEMENT: The student will react in an open and relevant manner with strangers as well as friends.

14.03.1 STIO: Given two weeks, the student will prepare a written Journal of Interpersonal Communications, containing a description of the ways in which he/she has increased his/her sensitivity to others' problems and needs in at least three different types of communication situations.

14.03.2 STIO: Given three weeks, the student will prepare questions, set up interviews, and interview at least two individuals involved in his/her anticipated vocation.

PREVOCATIONAL CURRICULUM

14. PERVOCATIONAL SKILL: Sociability

14.04 LEVEL OF PERFORMANCE: Interacts

GOAL STATEMENT: The student will communicate freely with both friends and strangers and will engage in social activities with both his/her peers and with adults.

14.04.1 STIO: The student will actively participate in a discussion of relationships and inner feelings while engaging in playing Tell It Like It Is, the Ungame. (Rhea Zabeck, AV-VID, Garden Grove, CA, 1972).

14.04.2 STIO: The student will demonstrate communicating his/her feelings in the form of an "I...." message. (Quest Manual - Skills for Living, Howard Kerschenbaum and Barbara Glaser.)

14. PREVOCATIONAL SKILL: Sociability

14.05 LEVEL OF PERFORMANCE: Outgoing

GOAL STATEMENT: The student will generally be comfortable in any social or personal interaction and will be considered friendly and personable.

14.05.1 STIO: The student will identify new ways of meeting new people and list issues that are pertinent and important for maintaining and nurturing friendships.

14.05.2 STIO: The student will plan and carry out the preparations for the end of the year banquet for the class.

CHAPTER IV - WORK ATTITUDES

PREVOCATIONAL CURRICULUM

15. PREVOCATIONAL SKILL: Self-Concept

15.01 LEVEL OF PERFORMANCE: Self Survival

GOAL STATEMENT: The student will view himself/herself in the work world as possessing those qualities necessary for his/her survival.

15.01.1 STIO: Given a small group discussion on self-survival on the job, the student will list three skills necessary for survival in the world of work.

15.01.2 STIO: Given a small group discussion on selfsurvival on the job, the student will be able to explain why those survival skills are necessary in the world of work.

15. PREVOCATIONAL SKILL: Self-Concept

15.02 LEVEL OF PERFORMANCE: Relates to Peers

GOAL STATEMENT: The student will share ideas and concepts with peers.

15.02.1 STIO: Given a small group discussion situation (e.g., group of peers up to three members), the student will contribute ideas on how to proceed on a school project (e.g., choice of colors for a poster).

15.02.2 STIO: Given a class meeting of up to seven members who are peers, the student will volunteer ideas for a class project (e.g., how to raise money for their club).

15. PREVOCATIONAL SKILL: Self-Concept

15.03 LEVEL OF PERFORMANCE: Relates to Strangers

GOAL STATEMENT: The student will voice his/her own opinions before strangers as well as before peers.

15.03.1 STIO: Given a situation involving the student with a stranger (e.g., an interview with a prospective employer), the student will volunteer information when asked open-ended questions.

15.03.2 STIO: Given a situation where strangers might visit the classroom (e.g., parents' week), the student will be able to provide directions and information.

PREVOCATIONAL CURRICULUM

15. PREVOCATIONAL SKILL: Self-Concept

15.04 LEVEL OF PERFORMANCE: Part of a Work Team

GOAL STATEMENT: The student will see himself/herself as a part of a work force striving to meet common goals.

15.04.1 STIO: Given a situation, e.g., a club fund raiser, the student will assist his/her peers in the operation of a game booth.

15.04.2 STIO: Given a situation, e.g., constructing a class float, the student will work with his/her peers to complete the construction of the float.

15. PREVOCATIONAL SKILL: Self-Concept

15.05 LEVEL OF PERFORMANCE: Part of a Social Function

GOAL STATEMENT: The student will also view work as a means to contribute to society in various aspects.

15.05.1 STIO: Given a community-related task, e.g., constructing a sign for the County Home, the student will assist others in completing the task, e.g., making the letters for the sign.

15.05.2 STIO: Given a community-related task, of working with a committee to plan a community activity, the student will be able to relate to others his contribution as a way of helping society.

PREVOCATIONAL CURRICULUM

16. PREVOCATIONAL SKILL: Work Concept

16.01 LEVEL OF PERFORMANCE: Earning Money

GOAL STATEMENT: The student will conceptualize work as a means of making money.

16.01.1 STIO: Having interviewed all the school employees (e.g., teachers, cooks, janitors, secretaries, etc.) about the reasons they work, the student will tally the results of the survey to determine whether money is one of the reasons for working.

16.01.2 STIO: Having listed their material needs and determined the cost of each, the student will calculate how many hours of work at minimum wage would be needed to provide for each need.

16. PREVOCATIONAL SKILL: Work Concept

16.02 LEVEL OF PERFORMANCE: Performing Tasks

GOAL STATEMENT: The student will see work as a series of tasks which in turn provide money.

16.02.1 STIO: The student will accompany a worker, e.g., the school janitor (or other worker), and observe and record each task completed in an hour for an hour's pay.

16.02.2 STIO: Given a job, e.g., salad bar worker in a restaurant (other jobs can be used), the student will list all the tasks in sequence necessary to completing the job, hour by hour, in return for the hourly rate of pay.

16. PREVOCATIONAL SKILL: Work Concept

16.03 LEVEL OF PERFORMANCE: Working with Others

GOAL STATEMENT: The student will see work as an interaction of many people working together to perform tasks.

16.03.1 STIO: The class will work in an assembly line procedure to produce a product needed (e.g., wooden bookends produced as gifts for parents), thus experiencing working together to perform a variety of tasks.

PREVOCATIONAL CURRICULUM

16.03.2 STIO: Given a field trip to a work station, e.g., a nursing home for the elderly, the students will observe the many tasks and variety of workers needed to care for the patients, discussing and listing their observations upon returning to the classroom.

16. PREVOCATIONAL SKILL: Work Concept

16.04 LEVEL OF PERFORMANCE: Pride In Service

GOAL STATEMENT: The student will see his/her work as an activity that produces something of value for other people.

16.04.1 STIO: The student will describe the work of some members of his/her family, explaining how the product or service is of value in helping other people.

16.04.2 STIO: In an oral report, the student will describe the work he/she would like to do and explain the value of it for other people.

16. PREVOCATIONAL SKILL: Work Concept

16.05 LEVEL OF PERFORMANCE: Helping Society

GOAL STATEMENT: The student will see work as providing goods and services which are needed by himself/herself and by society.

16.05.1 STIO: Given a unit of study of transportation, the student will contrast early means of travel with today's many and varied means and discuss the advantages to ourselves and society that many jobs in transportation provide (other units could be farming or foods, clothing manufacturers, housing, medicine).

16.05.2 STIO: The students will bring in newspaper clippings about businesses failing and people losing their jobs to illustrate that declining need for a product or service by society results in less work for ourselves.

CHAPTER V - WORK BEHAVIOR SKILLS

PREVOCATIONAL CURRICULUM

17. PREVOCATIONAL SKILL: Accuracy

17.01 LEVEL OF PERFORMANCE: Unaware of Standards

GOAL STATEMENT: The student will be aware of various aspects of work even though he/she may not understand about the need for quality or correctness in work production.

17.01.1 STIO: Given pictures of people doing various jobs, some of which require accuracy, the student will identify those jobs where accuracy is required.

17.01.2 STIO: Given pictures of people doing jobs requiring accuracy, the student will describe why accuracy is a factor in each job.

17. PREVOCATIONAL SKILL: Accuracy

17.02 LEVEL OF PERFORMANCE: Corrects Mistakes When Shown

GOAL STATEMENT: The student will be aware of poor quality of work when it is pointed out and will be able to improve or correct mistakes.

17.02.1 STIO: Given a task with a high probability for errors (e.g., sorting highly similar objects), the student will identify the errors he/she made, when they are pointed out.

17.02.2 STIO: Given a task with a high probability for errors (e.g., sorting highly similar objects), the student will correct the errors when made aware of them.

17. PREVOCATIONAL SKILL: Accuracy

17.03 LEVEL OF PERFORMANCE: Corrects Mistakes on Own

GOAL STATEMENT: The student will often discover his/her own errors and will correct them.

17.03.1 STIO: Given a task to complete (e.g., counting items in a bin), the student will discover his/her errors by using a chart to compare his/her count with actual inventory.

17.03.2 STIO: Having identified three errors made when counting parts in a bin, the student will correct the errors, without assistance with 100% accuracy.

PREVOCATIONAL CURRICULUM

17. PREVOCATIONAL SKILL: Accuracy

17.04 LEVEL OF PERFORMANCE: Tries to Improve

GOAL STATEMENT: The student will recognize his/her occasional errors and will take pride in his/her work, reducing the frequency of errors.

17.04.1 STIO: Given a task (e.g., sorting items), the student will verbally describe the probability of errors occurring.

17.04.2 STIO: Having described the probability of errors occurring on a given task, the student will identify three methods for preventing their occurrence.

17. PREVOCATIONAL SKILL: Accuracy

17.05 LEVEL OF PERFORMANCE: Perfect Accuracy

GOAL STATEMENT: The student will make virtually no mistakes on a learned task, and he/she will be able to repeat the task.

17.05.1 STIO: Given a task (e.g., sorting highly similar items), the student will sort the items with 100% accuracy.

17.05.2 STIO: Given a task (e.g., sorting highly similar items), the student will sort with 100% accuracy at the rate of 1000 items per hour.

18. PREVOCATIONAL SKILL: Attendance

18.01 LEVEL OF PERFORMANCE: Not Reliable

GOAL STATEMENT: The student will understand valid reasons for absences even though he/she is usually absent and without a valid reason for the absence.

18.01.1 STIO: Given a classroom discussion about valid and invalid reasons for absences among students in the class, the student will be able to tell which reasons are valid.

18.01.2 STIO: Given an audio-visual program on job absence (e.g., career guidance series on tardiness and absences), the student will be able to properly respond to the sections on valid absences.

18. PREVOCATIONAL SKILL: Attendance

18.02 LEVEL OF PERFORMANCE: Frequently Absent

GOAL STATEMENT: The student will understand and be able to give valid reasons for absences even though he/she is frequently absent and seldom has a valid reason for his/her absence.

18.02.1 STIO: Given a situation in which the student has been absent (e.g., the student said that a headache prevented him/her from coming to school), the student will, after a discussion, be able to determine whether or not his/her reason is valid as far as keeping a job is concerned.

18.02.2 STIO: Given a situation in which the student has been absent (e.g., the student said that a headache prevented him/her from coming to school), the student without a discussion will determine whether or not his/her reason is valid for a keeping a job.

18. PREVOCATIONAL SKILL: Attendance

18.03 LEVEL OF PERFORMANCE: Absent with Question

GOAL STATEMENT: The student will understand and be able to give valid reasons for absences even though he/she is occasionally absent and does not usually have valid reasons for the absences.

PREVOCATIONAL CURRICULUM

18.03.1 STIO: Given a role-playing situation for reporting an absence (e.g., an absent student calling the attendance office), the student as a participant will give a valid reason.

18.03.2 STIO: Given a role-playing situation for reporting an absence (e.g., an absent student calling his/her teacher), the student as a participant will give a valid reason for his/her absence.

18. PREVOCATIONAL SKILL: Attendance

18.04 LEVEL OF PERFORMANCE: Seldom Absent

GOAL STATEMENT: The student will understand and be able to give valid reasons for absences even though he/she is seldom absent and occasionally does not have valid reasons for the absences.

18.04.1 STIO: Given an audio-visual presentation on job absences (e.g., the career guidance series on tardiness and absences), the student will be able to list valid reasons for being absent from a job.

18.04.2 STIO: Given an audio-visual presentation on job absence (e.g., the career guidance series on tardiness and absences), the student will be able to communicate to the teacher valid reasons for being absent from his/her job.

18. PREVOCATIONAL SKILL: Attendance

18.05 LEVEL OF PERFORMANCE: Reliable

GOAL STATEMENT: The student will seldom be absent and will always have a valid reason when he/she is absent.

18.05.1 STIO: Given a situation involving a student's being absent, he/she will call the attendance office of his/her own initiative to report his/her valid reason for being absent for that day.

18.05.2 STIO: Given a situation of being absent, the student will of his/her own initiative bring a valid written excuse to the attendance office.

PREVOCATIONAL CURRICULUM

19. PREVOCATIONAL SKILL: Care of Supplies

19.01 LEVEL OF PERFORMANCE: Identifies Supplies

GOAL STATEMENT: The student will be able to identify each of the supplies used in a specific job.

19.01.1 STIO: Given three different types of solvent, the student will be able to select the proper type for a specific task and will give it to the instructor for his/her approval before use.

19.01.2 STIO: When asked by the instructor which type of material (e.g., nail, screw, etc.) should be used on a specific task, the student will be able to pick out the correct material from a group of dissimilar objects and will give it to the instructor.

19. PREVOCATIONAL SKILL: Care of Supplies

19.02 LEVEL OF PERFORMANCE: Wastes and Damages

GOAL STATEMENT: The student will be able to differentiate between normal use of supplies as opposed to careless use and damage.

19.02.1 STIO: The student will study a given technique (e.g., read how to apply a stain to a piece of wood) and will demonstrate to the instructor this technique.

19.02.2 STIO: The student will study use of supplies (e.g., read the directions on the proper and improper use of a supply) and will answer questions on these procedures before using this product.

19. PREVOCATIONAL SKILL: Care of Supplies

19.03 LEVEL OF PERFORMANCE: Shows Care When Reminded

GOAL STATEMENT: The student will be able to demonstrate the proper handling of specific supplies by following the instructions of the instructor.

19.03.1 STIO: The student will first refer to the classroom job sheet on how to handle certain materials (e.g., pouring gas into a gas tank). The student will then follow the written step-by-step procedures on that job sheet while handling that material in a school.

19.03.2 STIO: The student will read the instructions on the use of materials (e.g., how to use glue from a bottle), and then proceed step-by-step as the instructor has already demonstrated.

19. PREVOCATIONAL SKILL: Care of Supplies

19.04 LEVEL OF PERFORMANCE: Shows Care on Own

GOAL STATEMENT: The student will be able to handle all supplies properly by reading the instructions on the container and by following the classroom procedure sheets for these supplies.

19.04.1 STIO: The student, when given a specific supply, will be able to identify verbally what is in the container and what it is used for. The student will also be able to verbally list, in sequence, the instructions for proper and safe handling of the product.

19.04.2 STIO: The student, when given the choice of three kinds of supplies (e.g., paint enamel, water base, and oil base), will select the proper type for the task that is to be done. The student will then demonstrate the proper procedure for its use by following the directions on the container.

19. PREVOCATIONAL SKILL: Care of Supplies

19.05 LEVEL OF PERFORMANCE: Protective

GOAL STATEMENT: Due to the student's comprehension of supplies and the handling of them, as demonstrated verbally and physically in his/her daily use of these supplies, the student will be able to help others in the careful selection and use of these materials.

19.05.1 STIO: A student, when helping a fellow student select materials such as lumber for use in a project, will first show him/her the difference between the materials (hardwood or softwood) and point out different structures and textures.

19.05.2 STIO: The student, when teaching his fellow students how to differentiate between different types of materials (e.g., lumber, paint, wallpaper, etc.), will supply other students with a comparison chart and will be able to explain advantages of certain materials for specific use.

20. PREVOCATIONAL SKILL: Caution

20.01 LEVEL OF PERFORMANCE: Hurried and Reckless

GOAL STATEMENT: The student will refrain from acting too quickly when given a task or reacting too hastily when deliberation in making a decision is needed.

20.01.1 STIO: When given a simulated problem situation, the students will add the "pros and cons" of each possible solution to the problem, and then will determine the best decision or course of action after considering the discussion.

20.01.2 STIO: Given role-play situation in which students act out rash, hasty decisions and actions, the students will discuss the errors in judgment and will arrive at an appropriate course of action.

20. PREVOCATIONAL SKILL: Caution

20.02 LEVEL OF PERFORMANCE: Impetuous

GOAL STATEMENT: The student will not act impulsively or make thoughtless decisions without regard to safety when performing tasks.

20.02.1 STIO: Given a safety precaution or rule for a specified job station, the student will make a poster illustrating the rule, giving the safety precaution in a positive statement.

20.02.2 STIO: Given pictures for various job stations containing safety violations, the student will identify the hazards and discuss how the picture should be corrected.

20. PREVOCATIONAL SKILL: Caution

20.03 LEVEL OF PERFORMANCE: Deliberate

GOAL STATEMENT: The student's awareness of safety hazards will not cause him/her to be too slow in deciding or acting while performing tasks.

20.03.1 STIO: Given a practice job station using equipment that could be hazardous, the student will perform the task and return the equipment to the proper storage; then the student will perform each succeeding trial more quickly (3 out of 5 times), e.g., hammer 10 nails into a marked board.

PREVOCATIONAL CURRICULUM

20.03.2 STIO: Given multiple choices about 20 pertinent hazard situations (e.g., the best way to act with a variety of safety hazards), the student will be able to discuss the safety involved in at least 75% of the cases.

20. PREVOCATIONAL SKILL: Caution

20.04 LEVEL OF PERFORMANCE: Careful

GOAL STATEMENT: The student is consciously aware of many possible job-related hazards and will act safely.

20.04.1 STIO: Given an audience of younger students, the student will give a 3-minute talk about job-related hazards and how to work safely.

20.04.2 STIO: Given a practice job station at which the student has been successful, the student will train another student to do the job, teaching him the safety precautions and explaining why they are so important.

20. PREVOCATIONAL SKILL: Caution

20.05 LEVEL OF PERFORMANCE: Prudent

GOAL STATEMENT: The student exercises good judgment and common sense by taking proper safety precautions while performing job-related tasks.

20.05.1 STIO: Each student will demonstrate at one job station, the proper exercise of safety precautions for a designated job (e.g., in a videotaped program for parents).

20.05.2 STIO: The students will prepare a booklet on safety precautions for the worker, listing them by job site and giving illustrations. Booklets will be given to class members as they start on their first real job.

PREVOCATIONAL CURRICULUM

21. PREVOCATIONAL SKILL: Perseverance

21.01 LEVEL OF PERFORMANCE: Highly Distractable

GOAL STATEMENT: The student will attempt a task when under constant supervision so that he/she will not be distracted.

21.01.1 STIO: Given a brief task (e.g., sorting colored paper in a distraction-free environment), the student will manipulate the materials in an attempt to complete the task.

21.01.2 STIO: Given a brief task (e.g., sorting colored paper in a distraction-free environment), the student will complete the task.

21. PREVOCATIONAL SKILL: Perseverance

21.02 LEVEL OF PERFORMANCE: Distractable

GOAL STATEMENT: The student will perform a prescribed task alone although distracted by movement and voices when around others.

21.02.1 STIO: Given a simple task (e.g., sorting paper), the student, when distracted, will return to task within five seconds of initial direction by instructor to do so.

21.02.2 STIO: Given a simple task (e.g., sorting paper), the student, when distracted, will return to task within five seconds without prodding by the instructor.

21. PREVOCATIONAL SKILL: Perseverance

21.03 LEVEL OF PERFORMANCE: Attentive

GOAL STATEMENT: The student will stay on task most of the time only varying from the set sequences of the task by loud or direct distractions.

21.03.1 STIO: Given a task (e.g., collating paper), the student will perform the prescribed three sequences of the task without responding to nearby distractions 90% of the time.

21.03.2 STIO: Given a task (e.g., collating paper), the student will perform the prescribed five sequences of the task without responding to nearby distractions 90% of the time.

21. PREVOCATIONAL SKILL: Perseverance

21.04 LEVEL OF PERFORMANCE: Determined

GOAL STATEMENT: The student will complete a moderately frustrating task without getting upset and will pay close attention to his/her work.

21.04.1 STIO: Given a moderately frustrating task (e.g., threading string through punched holes in bound paper), the student will refrain from verbal outbursts of frustration.

21.04.2 STIO: Given a moderately frustrating task such as that above, the student will attend to the task 95% of the time until completion.

21. PREVOCATIONAL SKILL: Perseverance

21.05 LEVEL OF PERFORMANCE: Persistent

GOAL STATEMENT: The student will work tenaciously on task, try different ways to get a job done, work steadily and undistractedly, and never give up until a task is completed satisfactorily.

21.05.1 STIO: Given a task to complete, with no specific directions for completion, the student will describe three effective methods of completing the task.

21.05.2 STIO: Given a task to complete which is highly frustrating, the student will attend to the task to completion 90% of the time when thwarted 50% of the time.

PREVOCATIONAL CURRICULUM

22. PREVOCATIONAL SKILL: Repetitiveness

22.01 LEVEL OF PERFORMANCE: Seldom on Task

GOAL STATEMENT: In a work simulation, the student will attend to his/her task about 5% to 19% of the time.

22.01.1 STIO: The student, with the help of the instructor, will examine reasons why a student might fail to stay on task for more than 5% and less than 19% of the time.

22.01.2 STIO: The student will be able to identify and explain motivation and interest factors related to work.

22. PREVOCATIONAL SKILL: Repetitiveness

22.02 LEVEL OF PERFORMANCE: Infrequently on Task

GOAL STATEMENT: In a work simulation, the student will attend to his/her task about 35% to 49% of the time.

22.02.1 STIO: The student will develop the ability to recommence an unfinished task and take it on to completion after a lag of time.

22.02.2 STIO: The student will be given motivation and rewards for staying on task until he/she exceeds 49% of time spent on task.

22. PREVOCATIONAL SKILL: Repetitiveness

22.03 LEVEL OF PERFORMANCE: Generally Does Job

GOAL STATEMENT: In a work simulation, the student will attend to his/her task about 70% to 80% of the time.

22.03.1 STIO: Given a task, the student will complete incidental tasks related to primary task.

22.03.2 STIO: The student will pace himself/herself on task for the entire work period and finish within a preset time.

22. PREVOCATIONAL SKILL: Repetitiveness

22.04 LEVEL OF PERFORMANCE: Continually Does Job

GOAL STATEMENT: The student will continue a task steadily (from 90% to 99% of the time), although occasionally distracted for brief periods of time.

22.04.1 STIO: Given a period of time; the student will stay on task until task is complete.

22.04.2 STIO: Given a series of tasks and short periods of time to perform the tasks the student will continually improve on the completion of the tasks in shorter time periods.

22. PREVOCATIONAL SKILL: Repetitiveness

22.05 LEVEL OF PERFORMANCE: Always on Task

GOAL STATEMENT: The student will be able to complete one task without interruption and then immediately begin working on another task.

22.05.1 STIO: The student will be able to pace himself/herself on task for an entire work period and finish the task within pre-set time.

22.05.2 STIO: Given tasks, the student will complete them without errors or correct errors, and continue from task to task in a competitive manner.

PREVOCATIONAL CURRICULUM

23. PREVOCATIONAL SKILL: Teamwork

23.01 LEVEL OF PERFORMANCE: Disruptive

GOAL STATEMENT: The student will be aware of his/her actions even though he/she causes confusion and may irritate team members.

23.01.1 STIO: Given the task of cleaning and storing tools with a classmate, they will work together, and the student will openly discuss any conflicts after the work period.

23.01.2 STIO: Given a group setting, the student will participate in a survey of the group for "Student Likes and Dislikes" about a student group activity and will be able to express openly his/her views and recognize group approval.

23. PREVOCATIONAL SKILL: Teamwork

23.02 LEVEL OF PERFORMANCE: Loner

GOAL STATEMENT: The student will attempt to help the team even though he/she may get directions or parts of them wrong.

23.02.1 STIO: Given a team activity (e.g., preparing for a picnic), the student will be able to participate/contribute to the effort even though he/she may get directions wrong part of the time.

23.02.2 STIO: Given a team planning session (e.g., a club meeting), the student will participate by contributing suggestions even though part of them may be unacceptable to the group.

23. PREVOCATIONAL SKILL: Teamwork

23.03 LEVEL OF PERFORMANCE: Helper

GOAL STATEMENT: The student will be consistent in his/her actions with regard to the team.

23.03.1 STIO: Given a specific situation requiring a team effort (e.g., cleaning a room), the student will be able to begin working with others as a team and will continue until the task is declared complete.

PREVOCATIONAL CURRICULUM

23.03.2 STIO: Given a situation requiring the individual to make a contribution separately to a team effort (e.g., to bring in one vegetable to be used in making a salad), the student will be responsible for his/her part in the effort.

23. PREVOCATIONAL SKILL: Teamwork

23.04 LEVEL OF PERFORMANCE: Works for Common Goals

GOAL STATEMENT: The student will not think of himself/herself while with the team, but only how he/she can work toward common goals.

23.04.1 STIO: Given an assigned task, the student acting as group leader will lead the group to successful completion of the task.

23.04.2 STIO: The student, when assigned with another student to do a disliked task, will work at the task until the task is completed.

23. PREVOCATIONAL SKILL: Teamwork

23.05 LEVEL OF PERFORMANCE: Productive

GOAL STATEMENT: The student will understand that his/her contribution will be necessary for team success.

23.05.1 STIO: When given a problem (e.g., getting along with a difficult fellow employee), the student will be able to give possible solutions for dealing with the problem which would contribute to productivity.

23.05.2 STIO: Given a task which requires working closely with another worker, the student will approach the total task from planning to completion in full cooperation.

PREVOCATIONAL CURRICULUM

24. PREVOCATIONAL SKILL: Tool Use

24.01 LEVEL OF PERFORMANCE: Awkward

GOAL STATEMENT: The student will be able to identify basic simple hand tools although he/she may have difficulty associating tools with job tasks.

24.01.1 STIO: Given such items as a nail, bolt, or screw, the student will match the items with appropriate tools, such as hammer, wrench, screw driver.

24.01.2 STIO: Given a tool component such as a drill bit, 5/8 socket, and chisel, the student will match the items with another appropriate component such as an electric drill, a rachet handle, and a hammer.

24. PREVOCATIONAL SKILL: Tool Use

24.02 LEVEL OF PERFORMANCE: Can Use When Shown

GOAL STATEMENT: Once shown by an instructor, the student will be able to manipulate and use simple hand tools in a manner for which they are designed.

24.02.1 STIO: Given materials such as a bolt and nut and the appropriate tools, the student will perform the task for which the tool was designed.

24.02.2 STIO: Given a piece of material (e.g., a piece of metal) and an electric powered tool (e.g., an electric drill), the student will use the tool and perform the job task (e.g., drill a hole in the metal).

24. PREVOCATIONAL SKILL: Tool Use

24.03 LEVEL OF PERFORMANCE: Apply to Job

GOAL STATEMENT: The student will select proper tools and use them in performing a single job.

24.03.1 STIO: Given the materials (e.g., a nut and bolt), the student will make the best selection of a tool for the job (e.g., he will choose either a ratchet and socket, box end, or open end wrench).

24.03.2 STIO: Given a choice of materials (e.g. a reed and prince, common and phillips screws), the student will select the appropriate tools for the job (e.g., a phillips screw driver or a flat head screw driver).

24. PREVOCATIONAL SKILL: Tool Use

24.04 LEVEL OF PERFORMANCE: Knowledgeable

GOAL STATEMENT: The student will identify tools used in a variety of jobs and will be able to describe their general use.

24.04.1 STIO: Given a series of community jobs, the student will be be able to describe tools needed for each job.

24.04.2 STIO: Given the names of several community jobs, the student will be able to name both materials and tools needed to perform the job.

24. PREVOCATIONAL SKILL: Tool Use

24.05 LEVEL OF PERFORMANCE: Efficient

GOAL STATEMENT: The student will be efficient in the use of simple hand tools.

24.05.1 STIO: Given materials and tools, the student will improve tool use proficiency as measured by a time study.

24.05.2 STIO: Given materials and tools, the student will improve job quality as measured by quality standards for the particular trade.

PREVOCATIONAL CURRICULUM

25. PREVOCATIONAL SKILL: Work Independence

25.01 LEVEL OF PERFORMANCE: Close Supervision

GOAL STATEMENT: The student will follow step-by-step directions given under close supervision.

25.01.1 STIO: The student will follow step-by-step directions (e.g., procedures for sanding a board) under close supervision.

25.01.2 STIO: The student will follow step-by-step procedures (e.g., clearing utensils from a table) under relaxed but close supervision.

25. PREVOCATIONAL SKILL: Work Independence

25.02 LEVEL OF PERFORMANCE: Occasional Supervision

GOAL STATEMENT: A student will complete a single task with only infrequent, variable supervision.

25.02.1 STIO: The student will follow step-by-step directions (e.g., procedures for sanding a board) under variable supervision.

25.02.2 STIO: The student will follow step-by-step procedures (e.g., clearing utensils from a table) under infrequent supervison.

25. PREVOCATIONAL SKILL: Work Independence

25.03 LEVEL OF PERFORMANCE: Limited Dependability

GOAL STATEMENT: A student will accomplish a set of simple tasks before being inspected by an instructor.

25.03.1 STIO: The student will perform a set of tasks (e.g., selecting the correct drill for drilling a hole in a plaque, inserting a drill into a drill chuck, setting proper depth, and placing jigs in proper place), being inspected at intervals by the supervisor on one or several tasks.

25.03.2 STIO: The student will complete an entire set of tasks (e.g., selecting the correct plug, stripping the wire, threading wire into a plug, tying a knot, wrapping wire around screws), then wait for supervisor to inspect job before proceeding.

25. PREVOCATIONAL SKILL: Work Independence

25.04 LEVEL OF PERFORMANCE: Consistent Dependability

GOAL STATEMENT: A student will consistently complete a set of job assignments before being inspected by the instructor.

25.04.1 STIO: The student will perform a partial job (e.g., installing a fender on a car), then be inspected for job performance.

25.04.2 STIO: The student will perform a complete job (e.g., baking cakes), then be inspected by the supervisor.

25. PREVOCATIONAL SKILL: Work Independence

25.05 LEVEL OF PERFORMANCE: Self-Directed

GOAL STATEMENT: The student will be able to perform all job-related tasks as a matter of habit and will help coordinate his/her work with others.

25.05.1 STIO: The student will complete a job (e.g., the painting of a car), and make any corrections on tasks done incorrectly.

25.05.2 STIO: The student will complete a job (e.g., setting a table) and go back and make any corrections or adjustments necessary when the job needs improvement.

CHAPTER VI - WORK PERFORMANCE SKILLS

PREVOCATIONAL CURRICULUM

26. PREVOCATIONAL SKILL: Choices

26.01 LEVEL OF PERFORMANCE: Passive

GOAL STATEMENT: The student will be able to choose a course of action after the alternatives have been explained and when one has been strongly recommended.

26.01.1 STIO: Given a choice of job possibilities (e.g., working a store, garage, or office), the student will select the one which is strongly recommended that applies to his/her own situation as demonstrated through an interest inventory.

26.01.2 STIO: Given a filmstrip showing a conflict on the job (e.g., a situation created by the practical joker and three possible solutions to the problem), the student will select the one which is strongly recommended and will indicate the best selection by writing his/her response on a paper.

26. PREVOCATIONAL SKILL: Choices

26.02 LEVEL OF PERFORMANCE: Indecisive

GOAL STATEMENT: The student will be able to recognize that alternatives exist, but will only choose a course of action with assistance from others.

26.02.1 STIO: Given a choice of job possibilities (e.g., working in a store, garage, or office), the student, with assistance, will select the one that applies to his/her own situation as demonstrated by an interest inventory.

26.02.2 STIO: Given a filmstrip showing a conflict on the job (e.g., a situation created by the practical joker and three possible solutions to the problem), the student will choose the appropriate course of action and respond in writing with assistance.

26. PREVOCATIONAL SKILL: Choices

26.03 LEVEL OF PERFORMANCE: Relies on Others

GOAL STATEMENT: The student will be able to make choices after directly consulting with others.

PREVOCATIONAL CURRICULUM

26.03.1 STIO: Given a choice of possible vocational programs to attend for a hands-on experience, the student will select the program most appropriate for his/her own situation after direct consultation with someone else and with the aid of an interest inventory.

26.03.2 STIO: Given a choice of career exploration kits to view individually, the student will select a career kit appropriate for his/her own situation after direct consultation with someone else and with the aid of an interest inventory.

26. PREVOCATIONAL SKILL: Choices

26.04 LEVEL OF PERFORMANCE: Hesitant

GOAL STATEMENT: The student will make some choices without consultation.

26.04.1 STIO: Given a choice of possible vocational programs to attend for a hands-on experience, the student will select the program most appropriate for his/her own situation, without consultation, as demonstrated by an interest inventory.

26.04.2 STIO: Given a choice of career exploration kits to view individually, the student will select a career kit appropriate for his/her own situation, without consultation, as demonstrated by an interest inventory.

26. PREVOCATIONAL SKILL: Choices

26.05 LEVEL OF PERFORMANCE: Discriminating

GOAL STATEMENT: The student will make all of his/her own decisions and will be able and willing to help others make choices as well.

26.05.1 STIO: Given a choice of possible vocational programs to attend for a hands-on experience, the student will be able to select the program most appropriate for his/her own situation as demonstrated by a completed interest inventory, and he/she will assist other students in making an appropriate choice while observed by the instructor.

26.05.2 STIO: Given a choice of career exploration kits to view individually, the student will select a career kit appropriate for his/her own situation as demonstrated by a completed interest inventory and will assist others to make an appropriate choice while observed by the instructor.

PREVOCATIONAL CURRICULUM

27. PREVOCATIONAL SKILL: Communication

27.01 LEVEL OF PERFORMANCE: Verbally Restricted

GOAL STATEMENT: The student will express himself/herself verbally and get his/her ideas across nonverbally, but with considerable difficulty.

27.01.1 STIO: The student will be able to explain nonverbally an unfamiliar task to another student with enough clarity that the student listening will be able to perform the described task.

27.01.2 STIO: Given a role-play situation, the student will be able to explain nonverbally job requirements to a new employee as indicated by a job requirement checklist completed by the listening participant.

27. PREVOCATIONAL SKILL: Communication

27.02 LEVEL OF PERFORMANCE: Expresses with Difficulty

GOAL STATEMENT: The student will be understood, but he/she speaks with great difficulty.

27.02.1 STIO: Given an article concerning job hunting techniques to share with small groups of students, the student will be able to explain the major points but he/she speaks with difficulty.

27.02.2 STIO: Given a particular task to describe to another student (e.g., mowing a lawn, washing dishes, preparing a salad), the student will explain but he/she speaks with difficulty.

27. PREVOCATIONAL SKILL: Communication

27.03 LEVEL OF PERFORMANCE: Mild Verbal Problem

GOAL STATEMENT: The student will only occasionally have difficulty expressing himself/herself with only a mild verbal problem.

27.03.1 STIO: The student will be able to explain verbally as well as nonverbally, but with difficulty, an unfamiliar task to another student with enough clarity that the student listening will be able to perform the described task.

PREVOCATIONAL CURRICULUM

27.03.2 STIO: Given a role-play situation, the student will be able to explain verbally as well as nonverbally, but with difficulty, job requirements to a new employee as indicated by a job requirement checklist completed by the listening participant.

27. PREVOCATIONAL SKILL: Communication

27.04 LEVEL OF PERFORMANCE: Expresses Self With Slight Problem

GOAL STATEMENT: The student will generally express himself/herself well verbally with only a slight problem communicating ideas.

27.04.1 STIO: The student will be able to explain verbally with slight difficulty an unfamiliar task to another student with enough clarity that the student listening will be able to perform the described task.

27.04.2 STIO: Given a role-play situation, the student will be able to explain verbally with slight difficulty job requirements to a new employee as indicated by a job requirement checklist completed by the listening participant.

27. PREVOCATIONAL SKILL: Communication

27.05 LEVEL OF PERFORMANCE: Verbally Capable

GOAL STATEMENT: The student will be able to express himself/herself well and communicate with no problem with his/her verbal expression.

27.05.1 STIO: The student will be able to explain clearly an unfamiliar task to another student so that the student listening will be able to perform the described task.

27.05.2 STIO: Given a role-play situation, the student will be able to explain clearly job requirements to a new employee as indicated by a job requirement checklist completed by the listening participant.

PREVOCATIONAL CURRICULUM

28. PREVOCATIONAL SKILL: Comprehension

28.01 LEVEL OF PERFORMANCE: Slow and Limited

GOAL STATEMENT: The student will gain limited understanding about what needs to be done in a job task.

28.01.1 STIO: Given a very simple task (e.g., putting chairs upon the desks at the end of the last period), the student will be able to explain how to perform the task as shown by performance exercises.

28.01.2 STIO: Given a very simple job task (e.g., collecting trays in the cafeteria), the student will be able to explain how to perform the task as shown by performance exercises.

28. PREVOCATIONAL SKILL: Comprehension

28.02 LEVEL OF PERFORMANCE: Gains Ideas

GOAL STATEMENT: The student will gain an idea of what needs to be done in a job task after some explanation.

28.02.1 STIO: Given a job task requiring some explanation (e.g., using an electric buffer to buff a floor), the student will be able to explain how to perform the task.

28.02.2 STIO: Given a job task requiring some explanation (e.g., paint scraping), the student will be able to explain the job task after receiving some explanation and demonstration.

28. PREVOCATIONAL SKILL: Comprehension

28.03 LEVEL OF PERFORMANCE: Moderate Understanding

GOAL STATEMENT: The student will have a moderately quick and thorough understanding of what needs to be done on a job task.

28.03.1 STIO: Given a job task requiring a moderately quick understanding of what needs to be done (e.g., what foods need refrigeration), the student will be able to understand and make the distinction in a manner judged to be moderately quick.

PREVOCATIONAL CURRICULUM

28.03.2 STIO: Given a job task (e.g., filling a supply list), the student will be able to perform the task in a manner which is judged moderately quick.

28. PREVOCATIONAL SKILL: Comprehension

28.04 LEVEL OF PERFORMANCE: Understands Most Assignments

GOAL STATEMENT: The student will gain a quick and thorough understanding of what needs to be done on most task assignments.

28.04.1 STIO: Given a task assignment requiring a quick and thorough understanding (e.g., using the proper equipment to wash the external windows of the school), the student will be able to explain what needs to be done including the safety precautions which need to be taken.

28.04.2 STIO: Given a task assignment requiring a thorough understanding (e.g., stripping old wax off a floor, washing, and rewaxing), the student will be able to explain what needs to be done in a manner judged to be quick and thorough.

28. PREVOCATIONAL SKILL: Comprehension

28.05 LEVEL OF PERFORMANCE: Quick Grasp of Needs

GOAL STATEMENT: The student will be able to understand very quickly and very thoroughly explain what needs to be done on most job task assignments.

28.05.1 STIO: Given a task to perform with quick, brief instructions (e.g., cafeteria clean-up), the student will be able to explain thoroughly what needs to be done and will complete the task independently.

28.05.2 STIO: Given a task assignment with quick brief instructions (e.g., how to wash a bus), the student will be able to demonstrate a thorough understanding of what needs to be done and will complete the task independently.

PREVOCATIONAL CURRICULUM

29. PREVOCATIONAL SKILL: Direction

29.01 LEVEL OF PERFORMANCE: Resistive

GOAL STATEMENT: The student will follow simple directions when approached nonaggressively.

29.01.1 STIO: Given a set of simple directions (e.g., how to wash the blackboard), the student will follow them when given nonaggressive assistance.

29.01.2 STIO: Given a specific task with simple directions (e.g., washing tables in the cafeteria), the student will complete the task, when given nonaggressive assistance by his/her peers.

29. PERVOCATIONAL SKILL: Direction

29.02 LEVEL OF PERFORMANCE: With Reinforcement

GOAL STATEMENT: The student will follow simple directions when the leader verbally repeats them two or more times or when the leader demonstrates steps with gestures only once.

29.02.1 STIO: Given a task (e.g., washing and drying the windows), the student will complete the task after the directions have been carefully given orally twice or when demonstrated once.

29.02.2 STIO: Given a task (e.g., sweeping the cafeteria), the student will complete the task when the directions have been given orally twice or when demonstrated once.

29. PREVOCATIONAL SKILL: Direction

29.03 LEVEL OF PERFORMANCE: Moderately Difficult

GOAL STATEMENT: The student will follow moderately difficult directions (e.g., directions with four or five steps) when given both verbally and with gestures at least twice.

29.03.1 STIO: Given a task requiring five steps, the student will, when given verbal directions at least twice, be able to accomplish it successfully on a weekly basis.

29.03.2 STIO: Given a task requiring four or five steps (e.g., sweeping the classroom), the student will be able to accomplish it on a weekly basis provided both verbal and demonstration directions are given.

PREVOCATIONAL CURRICULUM

29. PREVOCATIONAL SKILL: Direction

29.04 LEVEL OF PERFORMANCE: Complex With Assistance

GOAL STATEMENT: The student will follow intricate directions (e.g., six to eight steps) when given both verbally and with gestures at least twice and with physical assistance on some of the steps.

29.04.1 STIO: Given a task requiring intricate directions (e.g., how to prepare and run an automatic dishwasher), the student will, upon being given verbal directions and assistance, be able to complete the task on a weekly basis.

29.04.2 STIO: Given a task requiring intricate directions (e.g., cleaning the school kitchen), the student will be able to complete the task on a weekly basis when provided verbal instruction and some assistance on some of the steps.

29. PREVOCATIONAL SKILL: Direction

29.05 LEVEL OF PERFORMANCE: Complex On Own

GOAL STATEMENT: The student will perform tasks involving directions with eight to ten steps, when given both verbal and gestural instructions only two or three times.

29.05.1 STIO: Given a school task to be repeated on a daily basis, the student will, after receiving verbal and physical instructions, complete the task on his own for a period of one week.

29.05.2 STIO: Given a complex school task (e.g., stocking and rotating stock in the cafeteria supply room), the student will be able to complete the task on a daily basis for one week without assistance following the initial instructions.

PREVOCATIONAL CURRICULUM

30. PREVOCATIONAL SKILL: Simultaneity

30.01 LEVEL OF PERFORMANCE: One Task With Supervision

GOAL STATEMENT: The student will perform one simple tast with assistance.

30.01.1 STIO: Given a task to complete (e.g., filling out a job application, writing a resume, etc.), the student will be able to complete the task as indicated on the completed form.

30.01.2 STIO: Given a career exploration kit, the student will be able to identify between five and seven careers which he/she would like to know more about as indicated by a written list of these careers.

30. PREVOCATIONAL SKILL: Simultaneity

30.02 LEVEL OF PERFORMANCE: Two Tasks With Assistance

GOAL STATEMENT: The student will perform two tasks or two operations of the same task at the same time with assistance.

30.02.1 STIO: Given a copy of the local want ads, the student with assistance will be able to locate a job suitable to his/her skills and will make simulated application forms for the job.

30.02.2 STIO: Given the yellow pages of a phone book, the student with assistance will be able to identify at least three potential places of employment and make simulated written contact with the selected businesses.

30. PREVOCATIONAL SKILL: Simultaneity

30.03 LEVEL OF PERFORMANCE: Two Task Alone

GOAL STATEMENT: The student will perform two tasks or two operations of the same task at the same time without assistance.

30.03.1 STIO: Given a copy of the local want ads, the student without assistance will be able to locate a job suitable to his/her skills and will make simulated application forms for the job while observed by the instructor.

30.03.2 STIO: Given the yellow pages of a phone book, the student without assistance will be able to identify at least three potential places of employment and make simulated written contact with the selected businesses.

PREVOCATIONAL CURRICULUM

30. PREVOCATIONAL SKILL: Simultaneity

30.04 LEVEL OF PERFORMANCE: Three Tasks With Assistance

GOAL STATEMENT: The student will perform three tasks or three operations of the same task at the same time when given some aid by another person.

30.04.1 STIO: Given a tape containing information concerning the finding of part-time jobs, the student with assistance from another person will listen to the tape, prepare a list of the important points, and present this list to a small group of peers.

30.04.2 STIO: Given a filmstrip concerning basic job skills, the student with assistance from another person will preview the filmstrip, develop five discussion questions about the filmstrip, and then show the filmstrip and/or lead a discussion using the questions with a small group of peers.

30. PREVOCATIONAL SKILL: Simultaneity

30.05 LEVEL OF PERFORMANCE: At Least Three Tasks Alone

GOAL STATEMENT: The student will be able to coordinate three or more tasks or operations of the same task at the same time.

30.05.1 STIO: Given a topic (e.g., good grooming for an interview), the student will collect information concerning the topic, verbally share the information with a small group of peers, and then demonstrate proper grooming techniques to that group.

30.05.2 STIO: Given the task of obtaining a social security number, the student will be able to locate an application, complete the application, and send the application as evidenced by the social security card received by the student.

PREVOCATIONAL CURRICULUM

31. PREVOCATIONAL SKILL: Timing

31.01 LEVEL OF PERFORMANCE: Unrealistic Concept of Time

GOAL STATEMENT: The student will be aware of how much time he/she takes even though he/she takes too much time to finish a task.

31.01.1 STIO: Given a timer and a job task assignment, the student will be constantly aware of time and attempt to complete the job task within the time specified for that given task.

31.01.2 STIO: Given a timer, an allotted period of time and two or more job tasks with specified completion times, the student will be constantly aware of time and attempt to complete two or more tasks within the allotted time period under close supervision.

31. PREVOCATIONAL SKILL: Timing

31.02 LEVEL OF PERFORMANCE: Awareness of Time

GOAL STATEMENT: The student will know how much time is involved in completing a job task.

31.02.1 STIO: Given at least one task, a ten minute break period, and supervision 30% of the time, the student will complete the task on time and take his/her break.

31.02.2 STIO: Given at least two tasks with deadlines, a lunch period, and a break period, the student will plan and accomplish the tasks meeting all deadlines while taking time for lunch and break.

31. PREVOCATIONAL SKILL: Timing

31.03 LEVEL OF PERFORMANCE: Aware of Time Requirements

GOAL STATEMENT: The student will know he/she has to be at certain places or to do certain things in a timely fashion and will meet the requirement with moderate effort.

31.03.1 STIO: Given two recurring daily tasks and at least one nonrecurring task, the student will plan and complete all tasks on time and in proper sequence with moderate effort, while being supervised 60% of the time.

PREVOCATIONAL CURRICULUM

31.03.2 STIO: Given one recurring daily task and at least two non-recurring tasks, the student will plan and complete in proper sequence all assigned tasks on time under 60% supervision.

31. PREVOCATIONAL SKILL: Timing

31.04 LEVEL OF PERFORMANCE: Sometimes Meets Time Requirements

GOAL STATEMENT: The student will meet standards regarding the completion of a task within a time frame with moderate supervision.

31.04.1 STIO: Given two daily routine tasks, one weekly task, and at least two tasks that require more than one day to complete, the student will schedule and complete these 50% of the time under moderate (40%) supervision.

31.04.2 STIO: Given one daily routine task and at least three tasks with variable time requirements, the student will schedule and complete the tasks 50% of the time under moderate (40%) supervision.

31. PREVOCATIONAL SKILL: Timing

31.05 LEVEL OF PERFORMANCE: Always Meets Time Requirements

GOAL STATEMENT: The student will complete time-related goals all the time.

31.05.1 STIO: The student will meet deadlines for various tasks (e.g., tasks to be assigned will include a variety of routine, weekly, monthly, and unexpected tasks interjected randomly) and appointments ninety percent of the time under little (10%) supervision.

31.05.2 STIO: The student will be able to schedule his/her activities for an entire week with times properly allotted to complete assigned activities under 10% supervision.

CHAPTER VII - EVALUATION

Task Force III & IV
Activity

PREVOCATIONAL CURRICULUM

May
1982

for
PROJECT PREVOCATIONAL

(Rating Scale Form for Prevocational Curriculum)

Directions: Please make a check (✓) on each item of the rating scale to best describe your impressions about the product under review and the process. Be sure to sign your name in the appropriate space and give your current title.

Name ______________________ Date ______________________

Title ______________________

THE RESEARCH/DEVELOPMENTAL PROCESS

To what extent do you as a participant feel:

	Good 3	Adequate 2	Poor 1
1. The goals and objectives for the handbook were clearly presented?	___	___	___
2. You were able to see your particular assignment within the total scope of the project?	___	___	___
3. The directions were adequate to accomplish your assigned task?	___	___	___
4. Resource information was available when needed?	___	___	___

THE CURRICULUM PRODUCT (General)

To what extent do you as a participant feel:

	Good 3	Adequate 2	Poor 1
5. The handbook will meet the need for which it was intended?	___	___	___
6. The handbook is organized with a structure for easy dissemination of the information?	___	___	___

THE CURRICULUM PRODUCT (Specific)

To what extent do you as a participant feel:

	Good 3	Adequate 2	Poor 1
INTRODUCTION SECTION			
7. The Introduction clearly defined the purpose of the curriculum?	___	___	___
8. The Introduction specifically explains how to use the curriculum?	___	___	___
9. The Prevocational Philosophy will assist program planners?	___	___	___
10. The Prevocational Goal Statements are adequate?	___	___	___
PREVOCATIONAL CURRICULUM SECTION			
11. The Coding System will assist teachers and program planners?	___	___	___
12. The Goals of the curriculum with each of the criterion references is adequate?	___	___	___
13. The Objective Statements are adequate for planning purposes?	___	___	___
14. The Prevocational Curriculum can be used with the Assessment Battery?	___	___	___
15. Activities and Resources should be also added to this curriculum?	___	___	___
APPENDIX			
16. The Appendix information was necessary to further support information summaries of the curriculum?	___	___	___

PRODUCT APPLICATION

	Good 3	Adequate 2	Poor 1
To what extent do you think the handbook product will support and assist those persons who consider and plan programs to meet basic needs of handicapped students?			
(Category I Needs)			
17. Intellectual?	___	___	___
18. Personal?	___	___	___
19. Biographical?	___	___	___
20. Social?	___	___	___
21. Vocational Skill?	___	___	___
(Category II Needs)			
22. Medical?	___	___	___
23. Social?	___	___	___
24. Educational?	___	___	___
25. Psychological?	___	___	___
26. Work Evaluation?	___	___	___
27. Work Adjustment?	___	___	___
28. On-The-Job Tryout?	___	___	___

OTHER:

Please use the space below to include other concerns which should be considered which were not included in the rating scale above.

____

____

____

EVALUATION SUMMARY

PREVOCATIONAL CURRICULUM

		1-to-3 Scale Mean	1-to-5 Scale Mean	Variance
THE RESEARCH/DEVELOPMENTAL PROCESS				
1.	Goals and Objectives Clearly Presented	2.83	4.66	.14
2.	Able To See Own Assignment	2.58	4.16	.34
3.	Directions Adequate	2.66	4.32	.23
4.	Resource Information There When Needed	2.54	4.08	.25
CURRICULUM PRODUCT (General)				
5.	Handbook Will Meet Need	2.68	4.36	.22
6.	Handbook Structure Suitable	2.76	4.52	.19
THE HANDBOOK PRODUCT (Specific)				
IDENTIFICATION SECTION				
7.	Prospective Programs Adequately Identifiable	2.84	4.68	.14
8.	Student Success Adequately Defined	2.60	4.20	.33
9.	Program ID Process Will Help Planners	2.72	4.44	.21
10.	Final List of Skills Adequate	2.64	4.28	.24
PREVOCATIONAL CURRICULUM SECTION				
11.	Skills Defined Are Appropriate	2.60	4.20	.25
12.	Entry Skills Defined Will Help Planners	2.60	4.20	.25
13.	Job Entry-Level Rating	2.56	4.12	.25
14.	Prevocational Skills Defined	2.88	4.76	.11
15.	Performance in Programs Defined	2.87	4.74	.11
APPENDIX				
16.	Appendix Was Necessary	2.62	4.24	.24
PRODUCT APPLICATION				
17.	Intellectual (Kolstoe Listing)	2.52	4.04	.26
18.	Personal	2.52	4.04	.34
19.	Biographical	2.19	3.38	.36
20.	Social I	2.58	4.16	.25
21.	Vocational Skills	2.70	4.40	.30
22.	Medical (Brolin Listing)	1.78	2.56	.36
23.	Social II	2.41	3.82	.25
24.	Educational	2.64	4.28	.24
25.	Psychological	2.12	3.24	.28
26.	Work Evaluation	2.68	4.36	.39
27.	Work Adjustment	2.68	4.36	.22
28.	On-Job-Tryout	2.45	3.90	.43

N=25

APPENDIX

APPENDIX A.

PREVOCATIONAL CRITERION-REFERENCED CHECKLIST

A 1. MATH SKILLS
1-Counts by Rote
2-Identifies Numbers to 100
3-Addition/Subtraction
4-Multiplication/Division
5-Functional Association

A 2. MEASURING
1-One-To-One Relationships
2-Linear
3-Weight
4-Volume and Space
5-Compound Measures

A 3. MONEY CONCEPTS
1-One-To-One Relationships
2-Makes Change
3-Planned Purchases
4-Competitive Buying
5-Budgeting

A 4. READING LEVEL
1-Identifies Letters
2-Phonic Skills
3-Interprets Sentences
4-Comprehends Paragraphs
5-Interprets Paragraphs

A 5. WRITING SKILLS
1-Manuscript Alphabet
2-Copy Cursive
3-Legible Writer
4-Functional Writer
5-Conveys Own Ideas

P 6. DEXTERITY
1-Awkward
2-Gross Motor
3-Fine Motor
4-Adept
5-Deft

P 7. MEMORY
1-Recall With Cues
2-Immediate Recall of Facts
3-Long-Term Recall With Cues
4-Long-Term Recall of Facts
5-Retains Information

P 8. PACE
1-Substandard
2-Inconsistent
3-Fairly Consistent
4-Systematic
5-Adept

P 9. STAMINA
1-Easily Fatigued
2-Sluggish
3-Sporadic
4-Consistent
5-Endures

S 10. APPEARANCE
1-Slovenly
2-Untidy
3-Presentable
4-Neat
5-Well-Groomed

S 11. EMPLOYER RELATIONS
1-Must Be Told Task
2-Follows Directions
3-Keeps on Task
4-Seeks Out Tasks
5-Promotes Business

S 12. PEER RELATIONS
1-Non-Belligerent
2-Rarely Speaks
3-Friendly
4-Helps Peer When Told
5-Teams With Peers

S 13. SELF-EXPRESSION
1-Unintelligible
2-Limited Verbal Response
3-Makes Statements
4-Initiates Conversation
5-Socially Expressive

S 14. SOCIABILITY
1-Ignores Others
2-Reserved
3-Responsive
4-Interacts
5-Outgoing

WA 15. SELF-CONCEPT
1-Self Survival
2-Relates To Peers
3-Relates To Strangers
4-Part of a Work Team
5-Part of a Social Function

WA 16. WORK CONCEPT
1-Earning Money
2-Performing Tasks
3-Working With Others
4-Pride In Service
5-Helping Society

WB 17. ACCURACY
1-Unaware of Standards
2-Corrects Mistakes When Shown
3-Corrects Mistakes on Own
4-Tries to Improve
5-Perfect Accuracy

WB 18. ATTENDANCE
1-Not Reliable
2-Frequently Absent
3-Absent With Question
4-Seldom Absent
5-Reliable

WB 19. CARE OF SUPPLIES
1-Identifies Supplies
2-Wastes and Damages
3-Shows Care When Reminded
4-Shows Care on Own
5-Protective

WB 20. CAUTION
1-Hurried and Reckless
2-Impetuous
3-Deliberate
4-Careful
5-Prudent

WB 21. PERSEVERANCE
1-Highly Distractable
2-Distractable
3-Attentive
4-Determined
5-Persistent

WB 22. REPETITIVENESS
1-Seldom on Task
2-Infrequently on Task
3-Generally Does Job
4-Continually Does Job
5-Always on Task

WB 23. TEAMWORK
1-Disruptive
2-Loner
3-Helper
4-Works for Common Goals
5-Productive

WB 24. TOOL USE
1-Awkward
2-Can Use When Shown
3-Apply to Job
4-Knowledgeable
5-Efficient

WB 25. WORK INDEPENDENCE
1-Close Supervision
2-Occasional Supervision
3-Limited Dependability
4-Consistent Dependability
5-Self-Directed

WP 26. CHOICES
1-Passive
2-Indecisive
3-Relies on Others
4-Hesitant
5-Discriminating

WP 27. COMMUNICATION
1-Verbally Restricted
2-Expresses With Difficulty
3-Mild Verbal Problem
4-Expresses Self w/Slight Problem
5-Verbally Capable

WP 28. COMPREHENSION
1-Slow and Limited
2-Gains Ideas
3-Moderate Understanding
4-Understands Most Assignments
5-Quick Grasp of Needs

WP 29. DIRECTION
1-Resistive
2-With Reinforcement
3-Moderately Difficult
4-Complex With Assistance
5-Complex on Own

WP 30. SIMULTANEITY
1-One Task w/Supervision
2-Two Tasks w/Assistance
3-Two Tasks Alone
4-Three Tasks w/Assistance
5-At Least Three Tasks Alone

WP 31. TIMING
1-Unrealistic Concept of Time
2-Awareness of Time
3-Aware of Time Requirements
4-Sometimes Meets Time Requirements
5-Always Meets Time Requirements

APPENDIX B

III. STUDENT PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

STUDENT NAME ______________________ B.D. __________ DATE EVALUATED __________

ADDRESS ______________________ TEL. __________ EVALUATOR __________

______________________ LEA/AGENCY __________

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	.	.	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	.	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	.	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	.	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	.	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	.	.	.	Deft
P 7	Memory	Recall With Cues	.	.	.	.	.	Retains Inform
P 8	Pace	Substandard	.	.	.	.	.	Adept
P 9	Stamina	Easily Fatigued	.	.	.	.	.	Endures
S 10	Appearance	Slovenly	.	.	.	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	.	.	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	.	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	.	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	.	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	.	.	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	.	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	.	.	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	.	.	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	.	.	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	.	.	.	Prudent
WB 21	Perseverance	Highly Distractable	.	.	.	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	.	.	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	.	.	.	Productive
WB 24	Tool Use	Awkward	.	.	.	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	.	.	.	.	Self-Directed
WP 26	Choices	Passive	.	.	.	.	.	Discriminating
WP 27	Communication	Verbally Restricted	.	.	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	.	.	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	.	.	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	.	.	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	.	.	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

5634

ESEA IV-C

PROJECT PREVOCATIONAL

PREVOCATIONAL ASSESSMENT BATTERY

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

PREVOCATIONAL ASSESSMENT BATTERY

PROJECT PREVOCATIONAL

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

LEWIS P. BURRELL Ed.D. PROJECT DIRECTOR
ROBERT L. TALARICO DIRECTOR

FISCAL AGENT: TUSCARAWAS COUNTY BOARD OF EDUCATION

The activity which is the subject of this report was supported in whole or in part by the United States Department of Education, through the Ohio Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Ohio Department of Education, and no official endorsement by the United States Department of Education or the Ohio Department of Education should be inferred.

Project Prevocational was developed with funds allocated under ESEA Title IV-C, through the Ohio Department of Education, Division of Planning and Evaluation, and Project No. 0012-4C-82-D-1 originally submitted under the title "Prevocational Assessment and Training for Handicapped High School Students."

FOR MORE INFORMATION CALL OR WRITE:

ECO SERRC
818 Boulevard
Dover, Ohio 44622

(216) 343-3355

ACKNOWLEDGMENTS

We wish to express appreciation to the East Central Ohio Special Education Regional Resource Center (ECO SERRC) Governing Board and the Tuscarawas County Board of Education as fiscal agent for continued support, cooperation, and assistance.

We also wish to express appreciation to:

The Task Force which developed the Prevocational Assessment Battery

Terry L. Burdick	Jefferson County Joint Vocational School
Donald Bizic	Belmont-Harrison Area Joint Vocational School
Robert W. Cuthbert	Jefferson County Joint Vocational School
Shirley Headrick	Muskingum Area Joint Vocational School
W. Thomas Morgan	Belmont-Harrison Area Joint Vocational School
David T. Mosely	Coshocton County Joint Vocational School
Michael Price	Buckeye Joint Vocational School
Richard Reveal	Coshocton County Joint Vocational School
Richard Stephens	Muskingum Area Joint Vocational School
Merle Whitis	Buckeye Joint Vocational School

The Community Communications Council which advised and provided an information interphase

Patricia Boron	Buckeye Joint Vocational School
Michael Butkus	Ohio Bureau of Vocational Rehabilitation
Mona DeLong	East Guernsey Local Schools
Connie Ferrell	East Guernsey Local Schools
James Gallagher	Jefferson County Joint Vocational School
Richard Martinez	Holmes County Schools
Frances Morland	Caldwell Exempted Village Schools
Neil Nixon	Indian Creek Local Schools
Gary Romes	Coshocton County Joint Vocational School
John Stinoski	Bellaire City Schools
Sara Swingle	Muskingum Area Joint Vocational School
Barbara Watkins	Tuscarawas County Schools
Robert Willis	Bellaire City Schools
Earnest Wine	Belmont-Harrison Area Joint Vocational School
Sara Winn	Zanesville City Schools
Ned Woolums	Jefferson County Schools
Keith Wright	Garaway Local Schools

The ECO SERRC Staff Members who assisted through critical analysis of developmental stages and products

Bernard Divis
James Martinek
Julia Thompson
Jerry Whittaker

The University Consultants who assisted with methodology design and research validation measures

Jerald F. Etienne, Ed.D.	Department of Special Education
Alfred D. Garvin, Ph.D.	Department of Educational Research
Roger Stuebing	Behavioral Sciences Laboratory

(The University of Cincinnati)

The secretary to the project, for her dedication and professionalism in every aspect of this product development.

Marilyn Young

To all these persons we are most grateful.

Lewis P. Burrell, Ed.D.
Robert L. Talarico

PROJECT PREVOCATIONAL
PREVOCATIONAL ASSESSMENT BATTERY

TABLE OF CONTENTS

Acknowledgments iv
Introduction vii
Prevocational Assessment Battery x

CHAPTER I. PREVOCATIONAL SKILLS

- Prevocational Skills Definitions 1
- Criterion Reference of Skills 3
- Operational Definitions of Skills 4

CHAPTER II. VOCATIONAL PROGRAM REVIEW

- Vocational Program List 16
- Program/Job Entry-Level Skill Training Demands by Primary Prevocational Skill Area 17
- Program/Job Entry-Level Skill Training Demands by Secondary Prevocational Skill Area 18

CHAPTER III. ASSESSMENT BATTERY PROFILES

- Student Profile Form 20
- Vocational Program Profiles 21

CHAPTER IV. EVALUATION

- Form 51
- Summary 54

APPENDIX.

A. Ohio Vocational Programs 55
B. Primary Prevocational Skills Rated by Need . . . 57
C. Secondary Prevocational Skills Rated by Need . . 58

PREVOCATIONAL ASSESSMENT BATTERY

INTRODUCTION

A. GENERAL

Project PREVOCATIONAL, comprised of four related products, was developed to meet the prevocational needs of handicapped students which are not being met by existing programs. The project is designed to focus on a target population which is defined in Ohio as Developmentally Handicapped. According to the definition set forth by the American Association on Mental Deficiency (AAMD), this population would include children in the moderate and mild range of retardation and also would include students of borderline intellectual functioning. In the project proposal, these students were defined as Educable Mentally Retarded (EMR). In this project, student entry-level competencies and standard levels of performance for 30 vocational education programs are identified. Assessment criteria are defined in terms of program entry-level skills. Standardized tests and nonstandardized tests/techniques used in vocational program placement were reviewed. The research was compiled and included in two handbooks, the Prevocational Program Information Handbook and the Prevocational Assessment Information Handbook.

The Prevocational Assessment Battery was designed to assess the readiness of educable mentally retarded students for vocational program placement. The battery measures a student's level of prevocational preparedness in six categories of training in relation to 30 vocational programs. It is composed of separate categories explained below.

B. ORGANIZATION OF THE PREVOCATIONAL ASSESSMENT BATTERY

The Prevocational Assessment Battery contains the following components:

1. STUDENT PROFILE

The Student Profile was designed to measure the student's current level of functioning in thirty-one prevocational skills. These measures will indicate when a student is ready to enter a vocational program. The evaluation with this instrument could be performed on an individualized basis by any professional staff person. The classroom teachers could assess their own students with a high degree of reliability.

2. CRITERION-REFERENCED CHECKLIST

The Criterion-Referenced Checklist of prevocational skills includes operational definitions for each of five levels of performance for all thirty-one prevocational skills. The operational definitions enhance the reliability of the Student Profile scales.

3. PROGRAM/JOB ENTRY-LEVEL PROFILE

This profile is an indicator of the minimum level of performance expected in two basic areas as follows: 1) the level required for entry into a specific vocational program and 2) the job entry-level requirement. This handbook contains 30 Program/Job Entry-Level Profiles selected from 197 vocational training programs. Appendix A contains a complete list of all the vocational programs.

C. EXPECTED OUTCOMES

The Prevocational Assessment Battery will provide information about students in six general areas of prevocational training. The battery will assist in determining a student's level of preparation for entry into 30 vocational training programs. The battery will also provide information regarding program training difficulties which will assist students in making decisions about vocational choice.

D. IMPROVING STUDENT PERFORMANCE

A separate product, the Prevocational Curriculum, is available for prevocational instruction. This curriculum provides program planners with goals and objectives in 31 broad areas of prevocational training. The product was designed to address all of the skills measured by the Prevocational Assessment Battery across each of five levels. The curriculum was designed to meet the prevocational needs of students from grades seven through ten. Refer to the Prevocational Curriculum for more details.

E. VALIDITY AND RELIABILITY OF THE PREVOCATIONAL ASSESSMENT BATTERY

The validity of the 31 prevocational skill measures used in the project depends on several other sources of authority. All 31 prevocational skills were cited before by authorities in the field as being those skills crucial to the employability of the educable mentally retarded students. The scales of the battery were devised by a panel of special and vocational educators from the East Central Ohio Regional Resource Center for the handicapped.

The reliability of the 31 scales was enhanced by providing an operational definition for each of the five points on each of the 31 scales. Each of the 30 vocational program profiles involved in the project was devised to match the 31 scales described by a joint task force of twenty vocational and special education specialists. The validity of these profiles depends on the expertise of the members of that task force.

F. FURTHER RESEARCH

The reliability of the assessment battery will be further strengthened when the field testing and ratings are completed over the two subsequent project years of product testing, revision, and refinement activities. We are hopeful that this product will be of assistance to you as you endeavor to provide quality education to the handicapped.

Lewis P. Burrell, Ed. D.
May, 1982

PREVOCATIONAL ASSESSMENT BATTERY

WHAT IS IT?

The Prevocational Assessment Battery was designed to measure a student's level of functioning in 31 prevocational skills. The instrument was referenced to a criterion referenced scale with five levels for each skill. Thus, a student may be measured in each of 31 skills, and the scores may be recorded on a student profile. The student profile may then be matched to 30 vocational program profiles to determine the program entry-level readiness of the student. Also, a job entry-level has been established for each of the 31 skills in each program enabling further career guidance on the part of program planners.

HOW IS IT USED?

The Prevocational Assessment Battery may be used with students as follows:

1. By matching the student profiles with the program profiles, the programs for which students qualify are readily identified. The student may then be advised as to his/her particular program preparedness and may make decisions about a future program choice.

2. By looking at the job entry-level profile, the student may then be advised as to his/her probable success both in a given program and subsequently on the job itself.

The Prevocational Assessment Battery is unique in that it offers 1) an assessment tool directly linked to program entry-level requirements with the mechanics for an easy comparison to available programs and 2) a direct link to the Prevocational Curriculum for planning the learning strategies to improve student vocational preparedness. This product will enable educators to assist with early assessment of student prevocational needs and should ultimately lead to a higher employment success for the educable mentally retarded student.

CHAPTER I, PREVOCATIONAL SKILLS

DEFINITION OF PREVOCATIONAL SKILLS

Skill Area	Skill Number	Skill	Skill Description
ACADEMIC	1	MATH SKILLS	demonstrates a level of math required to perform a job task
	2	MEASURING	measures proportions, extent, dimensions, and capacity as determined by a standard
	3	MONEY CONCEPTS	relates to the value of money and uses money in budgeting and buying
	4	READING LEVEL	demonstrates a level of reading required to perform a job task
	5	WRITING SKILLS	demonstrates a level of writing required to perform a job task
PHYSICAL	6	DEXTERITY	performs gross and fine motor movements required to perform a job task
	7	MEMORY	recalls facts and events in a manner which is conducive to task performance
	8	PACE	performs at a consistent and desirable rate of speed
	9	STAMINA	demonstrates physical endurance necessary to perform required tasks
SOCIAL	10	APPEARANCE	exhibits cleanliness, neatness, and positive mannerisms
	11	EMPLOYER RELATIONS	performs on task in a manner which promotes business and is productive
	12	PEER RELATIONS	interacts with other workers in a manner to more proficiently perform job tasks
	13	SELF-EXPRESSION	communicates to transmit and receive information in a manner conducive to employment
	14	SOCIABILITY	interacts with fellow employees and the public in a friendly and positive manner
WORK ATTITUDE	15	SELF-CONCEPT	sees oneself as an integral part of the work world and as a contributor to society as a whole
	16	WORK CONCEPT	sees work as a means of self-support as well as a contribution to society

DEFINITION OF PREVOCATIONAL SKILLS

Skill Area	Skill Number	Skill	Skill Description
WORK BEHAVIOR	17	ACCURACY	understands task requirements and performs within an acceptable margin of error
	18	ATTENDANCE	demonstrates reliability in meeting job assignments and schedules
	19	CARE OF SUPPLIES	understands damage and waste and exercises care
	20	CAUTION	recognizes safety hazards and exercises precaution in preventing accidents
	21	PERSEVERANCE	stays with and completes a task despite distractions, interruptions, or discouragements
	22	REPETITIVENESS	repeats a task as often as necessary without loss of productivity
	23	TEAMWORK	works with others in the performance of job responsibilities
	24	TOOL USE	identifies, chooses, and demonstrates use of simple hand tools for specific job tasks
	25	WORK INDEPENDENCE	works without supervision or guidance
WORK PERFORMANCE	26	CHOICES	demonstrates ability to recognize alternatives and select the appropriate option
	27	COMMUNICATION	conveys ideas, instructions, and problems and asks questions
	28	COMPREHENSION	understands conversation, directions, and instructions about performing a work assignment
	29	DIRECTION	follows instructions to the completion of a task
	30	SIMULTANEITY	performs more than one activity at the same time
	31	TIMING	conceptualizes time and fulfills assignments within time limits

PREVOCATIONAL CRITERION-REFERENCED CHECKLIST

A 1. MATH SKILLS
1-Counts by Rote
2-Identifies Numbers to 100
3-Addition/Subtraction
4-Multiplication/Division
5-Functional Association

A 2. MEASURING
1-One-To-One Relationships
2-Linear
3-Weight
4-Volume and Space
5-Compound Measures

A 3. MONEY CONCEPTS
1-One-To-One Relationships
2-Makes Change
3-Planned Purchases
4-Competitive Buying
5-Budgeting

A 4. READING LEVEL
1-Identifies Letters
2-Phonic Skills
3-Interprets Sentences
4-Comprehends Paragraphs
5-Interprets Paragraphs

A 5. WRITING SKILLS
1-Manuscript Alphabet
2-Copy Cursive
3-Legible Writer
4-Functional Writer
5-Conveys Own Ideas

P 6. DEXTERITY
1-Awkward
2-Gross Motor
3-Fine Motor
4-Adept
5-Deft

P 7. MEMORY
1-Recall With Cues
2-Immediate Recall of Facts
3-Long-Term Recall With Cues
4-Long-Term Recall of Facts
5-Retains Information

P 8. PACE
1-Substandard
2-Inconsistent
3-Fairly Consistent
4-Systematic
5-Adept

P 9. STAMINA
1-Easily Fatigued
2-Sluggish
3-Sporadic
4-Consistent
5-Endures

S 10. APPEARANCE
1-Slovenly
2-Untidy
3-Presentable
4-Neat
5-Well-Groomed

S 11. EMPLOYER RELATIONS
1-Must Be Told Task
2-Follows Directions
3-Keeps on Task
4-Seeks Out Tasks
5-Promotes Business

S 12. PEER RELATIONS
1-Non-Belligerent
2-Rarely Speaks
3-Friendly
4-Helps Peer When Told
5-Teams With Peers

S 13. SELF-EXPRESSION
1-Unintelligible
2-Limited Verbal Response
3-Makes Statements
4-Initiates Conversation
5-Socially Expressive

S 14. SOCIABILITY
1-Ignores Others
2-Reserved
3-Responsive
4-Interacts
5-Outgoing

WA 15. SELF-CONCEPT
1-Self Survival
2-Relates To Peers
3-Relates To Strangers
4-Part of a Work Team
5-Part of a Social Function

WA 16. WORK CONCEPT
1-Earning Money
2-Performing Tasks
3-Working With Others
4-Pride In Service
5-Helping Society

WB 17. ACCURACY
1-Unaware of Standards
2-Corrects Mistakes When Shown
3-Corrects Mistakes on Own
4-Tries to Improve
5-Perfect Accuracy

WB 18. ATTENDANCE
1-Not Reliable
2-Frequently Absent
3-Absent With Question
4-Seldom Absent
5-Reliable

WB 19. CARE OF SUPPLIES
1-Identifies Supplies
2-Wastes and Damages
3-Shows Care When Reminded
4-Shows Care on Own
5-Protective

WB 20. CAUTION
1-Hurried and Reckless
2-Impetuous
3-Deliberate
4-Careful
5-Prudent

WB 21. PERSEVERANCE
1-Highly Distractable
2-Distractable
3-Attentive
4-Determined
5-Persistent

WB 22. REPETITIVENESS
1-Seldom on Task
2-Infrequently on Task
3-Generally Does Job
4-Continually Does Job
5-Always on Task

WB 23. TEAMWORK
1-Disruptive
2-Loner
3-Helper
4-Works for Common Goals
5-Productive

WB 24. TOOL USE
1-Awkward
2-Can Use When Shown
3-Apply to Job
4-Knowledgeable
5-Efficient

WB 25. WORK INDEPENDENCE
1-Close Supervision
2-Occasional Supervision
3-Limited Dependability
4-Consistent Dependability
5-Self-Directed

WP 26. CHOICES
1-Passive
2-Indecisive
3-Relies on Others
4-Hesitant
5-Discriminating

WP 27. COMMUNICATION
1-Verbally Restricted
2-Expresses With Difficulty
3-Mild Verbal Problem
4-Expresses Self w/Slight Problem
5-Verbally Capable

WP 28. COMPREHENSION
1-Slow and Limited
2-Gains Ideas
3-Moderate Understanding
4-Understands Most Assignments
5-Quick Grasp of Needs

WP 29. DIRECTION
1-Resistive
2-With Reinforcement
3-Moderately Difficult
4-Complex With Assistance
5-Complex on Own

WP 30. SIMULTANEITY
1-One Task w/Supervision
2-Two Tasks w/Assistance
3-Two Tasks Alone
4-Three Tasks w/Assistance
5-At Least Three Tasks Alone

WP 31. TIMING
1-Unrealistic Concept of Time
2-Awareness of Time
3-Aware of Time Requirements
4-Sometimes Meets Time Requirements
5-Always Meets Time Requirements

CRITERION REFERENCED CHECKLIST
OPERATIONAL DEFINITIONS

ACADEMIC

A 1. MATH SKILLS

1. COUNT BY ROTE - The student can count by rote from one to one hundred.

2. IDENTIFIES NUMBERS TO 100 - The student can count, identify by name, and write numbers from zero to one hundred.

3. ADDITION/SUBTRACTION - The student can add and subtract twoplace numbers even with regrouping.

4. MULTIPLICATION/DIVISION - The student can perform multiplication with a one-digit multiplier and division with a one-digit divisor.

5. FUNCTIONAL ASSOCIATION - The student can use math functioning in such a way to be self-sufficient in interpreting money values, keeping a checkbook, and common job functions.

A 2. MEASURING

1. ONE-TO-ONE-RELATIONSHIPS - The student is able to match unit measures and interpret the scales of such correspondence.

2. LINEAR - The student is able to measure objects of two dimensions and is able to interpret the measures.

3. WEIGHT - The student is able to operate scales of various types and determine various weights of liquids, solids, and gases.

4. VOLUME AND SPACE - The student is able to calculate volumes of common geometric-shaped objects.

5. COMPOUND MEASURES - The student is able to measure and combine various scales, making interpolations if necessary to gain total measures for a given job task.

A 3. MONEY CONCEPTS

1. ONE-TO-ONE RELATIONSHIPS - The student is able to associate various demoninations of money with a variety of objects of differing value.

2. MAKES CHANGE - The student is able to make change when presented bills for goods purchased.

3. PLANNED PURCHASES The student is able to plan buying for a purpose, given an amount of money and a source of goods.

4. COMPETITIVE BUYING - The student seeks out the best purchase price for goods from a variety of sources considering quality and hidden expenses.

5. BUDGETING - The student is able to budget a small business or home operation.

A 4. READING LEVEL

1. LETTER ATTACK SKILLS - The student should be able to sound out single consonants, vowels, and digraphs.

2. WORD ATTACK SKILLS - The student should know the Dolsch sight vocabulary, sound out unknown words, and know basic syllabication.

3. INTERPRETS SENTENCES - The student should read and be able to comprehend sentences made up of one- and two-syllable words which form one independent and one dependent clause.

4. COMPREHENDS PARAGRAPHS - The student should be able to understand the meaning or concept of several simple sentences in paragraph form.

5. INTERPRETS PARAGRAPHS - The student should read and comprehend the general meaning of several paragraphs arranged sequentially to tell a story.

A 5. WRITING SKILLS

1. MANUSCRIPT ALPHABET - The student is able to discriminate between and write manuscript letter forms. Letters may vary in size and shape. The student exhibits proper grip and finger position on a writing utensil.

2. COPY CURSIVE - The student is able to correctly copy cursive letters from a sample.

3. LEGIBLE WRITER - The student's handwriting can be read with little difficulty by another person.

4. FUNCTIONAL WRITER - The student is able to write legibly his/her thoughts so that others can understand them.

5. CONVEYS OWN IDEAS - The student is able to generate new ideas or initiatives and convey these in written form which can be understood by those who might carry them out.

P 6. DEXTERITY

1. AWKWARD - The student is able to develop sufficient coordination of body and hand movements enough to perform individual skill activities.

2. GROSS MOTOR - The student is able to develop sufficient major muscle motion and lifting techniques to be able to meet the physical requirements for employment in a specific field.

3. FINE MOTOR - The student is able to develop fine-motor skills required for fine sequencing of vocational work.

4. ADEPT - The student is able to develop the ability to design and implement assembly and repair procedures involving adept and deft fine-motor coordination and sequenced performance steps.

5. DEFT - The student is able to develop speed in both the planning and the implementation of job tasks which require gross-motor and fine-motor skills and demonstrate both physical adroitness and natural ease of performance.

P 7. MEMORY

1. RECALL WITH CUES - The student is able to remember previous events only when others provide hints.

2. IMMEDIATE RECALL OF FACTS - The student displays short-term memory of facts.

3. LONG-TERM RECALL WITH CUES - The student is able to remember events that have occurred in the distant past when others provide hints.

4. LONG-TERM RECALL OF FACTS - The student displays knowledge of facts learned in the distant past.

5. RETAINS INFORMATION - The student displays both short and long-term recall of events, facts, and concepts to which he/she has been exposed.

P 8. PACE

1. SUBSTANDARD - The student can perform all the motor movements required for employment, but cannot move quickly enough to succeed on a job task.

2. INCONSISTENT - The student works at a competitive rate only part of the time.

3. FAIRLY CONSISTENT - The student works at a competitive rate of speed.

4. SYSTEMATIC - The student works at a methodical and reasonably rapid rate of speed.

5. ADEPT - The student can vary his/her rate of speed to meet the demands of the job and can work at a high rate of speed if he/she needs to do so.

P 9. STAMINA

1. EASILY FATIGUED - The student appears very tired and is unable to work at any physical task for more than a very short period of time.

2. SLUGGISH - The student gives the general impression of being tired and listless most of the time, but he/she does attempt to complete assigned tasks.

3. SPORADIC - The student appears tired occasionally, but he/she does complete all the tasks.

4. CONSISTENT - The student appears well rested and willing to engage in physical activities.

5. ENDURES - The student displays extra-ordinary stamina when engaged in strenuous physical tasks. He/she appears active and at times is virgorous with a consistent resilience.

SOCIAL

S 10. APPEARANCE

1. SLOVENLY - The student's hair and nails are dirty; his/her clothes are soiled, ill-fitting, and very worn and ragged.

2. UNTIDY - The student's hair is clean, but uncombed; his/her clothes are slightly soiled, worn, ill-fitting, and wrinkled.

3. PRESENTABLE - The student's body and hair will be clean and hair combed; his/her clothes will be clean and fit properly, but may be somewhat worn or wrinkled.

4. NEAT - The student's clothes are in very good condition, clean, and pressed; the student has paid close attention to detail in his/her appearance with clean body and hair well-groomed.

5. WELL GROOMED - The student's clothes are in like-new condition, clean, pressed, color-coordinated, and proper for the occasion or season; his/her hair is neatly combed, and nails are clean and trimmed.

S 11. EMPLOYER RELATIONS

1. MUST BE TOLD TASK - The student must be told each and every step of a job task and lacks the foresight to become involved in another task on his/her own without being shown what to do.

2. FOLLOWS DIRECTIONS - The student is able to follow directions through all the details of a simple task and is able to follow through with performance.

3. KEEPS ON TASK - The student stays on task without interruption from external forces and will complete the task in due time.

4. SEEKS OUT TASKS - The student seeks out another task and keeps working after having completed his/her original assignment.

5. PROMOTES BUSINESS - The student can be trusted with customer relations and performs job in such a way as to promote business.

S 12. PEER RELATIONS

1. NON-BELLIGERENT - The student keeps to himself/herself, does his/her own work, and does not associate with other workers. He/she displays a favorable attitude in response to others.

2. RARELY SPEAKS - The student speaks to another worker when spoken to or responds when asked a question.

3. FRIENDLY - The student is friendly with fellow workers, but continues on task. He/she displays an interest and caring attitude toward others.

4. HELPS PEER WHEN TOLD - The student works with others to perform a task when instructed to do so.

5. TEAMS WITH PEERS - The student volunteers services to perform a job task. He/she cooperates with peers in working toward the completion of a task.

S 13. SELF-EXPRESSION

1. UNINTELLIGIBLE - The student does respond to physical or verbal gestures, but usually cannot be understood. He/she may respond, but cannot communicate his/her point clearly to the instructor with either words or gestures.

2. LIMITED VERBAL RESPONSE - The student uses only a word or short phrase answers to verbal stimuli.

3. MAKES STATEMENTS - The student can verbalize a complete idea or question.

4. INITIATES CONVERSATION - The student starts conversation with little or no prompting.

5. SOCIALLY EXPRESSIVE - The student initiates conversations frequently and expresses himself/herself in clearly understandable terms.

S 14. SOCIABILITY

1. IGNORES OTHERS - The student is withdrawn to the extent that attempts to interact socially with him/her are totally ignored.

2. RESERVED - The student is generally shy and somewhat withdrawn, but will respond when social interaction is initiated by others. He/she displays a cautious approach in both words and in interactions with others.

3. RESPONSIVE - The student reacts in an open and relevant manner with strangers as well as friends.

4. INTERACTS - The student communicates freely with both friends and strangers and engages in social activities with both his/her peers and adults.

5. OUTGOING - The student is generally comfortable in any social or personal interaction and is considered to be friendly and personable.

WORK ATTITUDE

WA 15. SELF-CONCEPT

1. SELF SURVIVAL - The student views himself/herself in isolation in the work place.

2. RELATE TO PEERS - The student is able to cooperate with peers in the work setting.

3. RELATE TO STRANGERS - The student will interact with strangers as well as peers in the work place.

4. PART OF OTHER WORKERS - The student sees himself/herself as cooperating with all workers to meet common goals.

5. PART IN SOCIETY - The student sees work as a means also to contribute to society.

WA 16. WORK CONCEPT

1. EARNING MONEY - The student conceptualizes work as a means of making money.

2. PERFORMING TASKS - The student sees work as a series of tasks which everyone in our society performs to meet his/her needs.

3. WORKING WITH OTHERS - The student sees work as an interaction of many people working together to perform tasks.

4. PRIDE IN SERVICE - The student can see his/her work as an activity that promotes his/her total well-being.

5. HELPING SOCIETY - Work is seen by the student as providing goods and services which society needs as well as developing his/her personal self.

WORK BEHAVIOR

WB 17. ACCURACY

1. UNAWARE OF STANDARDS - The student displays no knowledge of the need for quality or correctness in work.

2. CORRECTS MISTAKES WHEN SHOWN - The student is aware of poor quality of work only when it is pointed out and is able to improve or correct mistakes.

3. CORRECTS MISTAKES ON OWN - The student is often able to discover his/her own errors and to correct them with a degree of precision.

4. TRIES TO IMPROVE - The student recognizes his/her occasional errors and takes pride in his/her work by reducing the frequency of mistakes.

5. PERFECT ACCURACY - The student makes virtually no mistakes once he/she has mastered a task, and he/she is able to repeat the task accurately.

WB 18. ATTENDANCE

1. NOT RELIABLE - The student is usually absent (from 40% to 80% of the time) and does not usually have valid reasons for the absences.

2. FREQUENTLY ABSENT - The student is frequently absent (from 10% to 40% of the time) and seldom has valid reasons for absences.

3. ABSENT WITH QUESTION - The student is absent occasionally (from 5% to 10% of the time) and does not usually have valid reasons for his/her absences.

4. SELDOM ABSENT - The student is seldom absent (less than 5% of the time), and he/she occasionally does not have a valid reason for the absences.

5. RELIABLE - The student is seldom absent (less than 5% of the time) and always has a valid reason when he/she is absent.

WB 19. CARE OF SUPPLIES

1. IDENTIFIES SUPPLIES - The student is able to identify the supplies that are needed to do a specific job.

2. WASTES AND DAMAGES - The student is able to differentiate between normal use and wear of supplies as opposed to careless use and damage.

3. SHOWS CARE WHEN REMINDED - The student is able to handle specific supplies with care and respect when reminded.

4. SHOWS CARE ON OWN - The student can use job supplies with care and understands normal wear on his own.

5. PROTECTIVE - The student will assist in helping others care for supplies.

WB 20. CAUTION

1. HURRIED AND RECKLESS - The student acts too quickly when given a task or reacts too hastily and is neglectful when deliberation in making a decision is needed.

2. IMPETUOUS - The student frequently acts impulsively and hastily or makes thoughtless, sudden decisions without regard to safety in performing tasks.

3. DELIBERATE - The student's awareness of safety hazards often causes him/her to be too slow in deciding or acting while performing tasks.

4. CAREFUL - The student is consciously aware of many possible job-related hazards and will act safely.

5. PRUDENT - The student exercises good judgment, proper caution, and discretion by taking proper safety precautions while performing job-related tasks.

WB 21. PERSEVERANCE

1. HIGHLY DISTRACTABLE - The student attempts a task, but is almost consistently having his/her attention diverted away, resulting in incompletion of the task and the necessity of constant supervision.

2. DISTRACTABLE - The student performs the task, but tends to be distracted by movement and voices.

3. ATTENTIVE - The student stays on task most of the time, but is distracted by loud voices and by people talking directly to him/her.

4. DETERMINED - The student can put up with moderate frustrations and not get upset. He/she continues to try and pays close attention to his/her work.

5. PERSISTENT - The student works tenaciously on a task, tries different ways to get the job done if the usual way doesn't work, works steadily, and undistractedly, and never gives up until a task is completed satisfactorily.

WB 22. REPETITIVENESS

1. SELDOM ON TASK - While performing a work simulation, the student attends to a single task about 5% to 19% of the time.

2. INFREQUENTLY ON TASK - While performing a work simulation, the student attends a single task about 35% to 49% of the time.

3. GENERALLY DOES JOB - While performing work simulation, the student attends to his/her task about 70% to 89% of the time.

4. CONTINUALLY DOES JOB - The student continues a task steadily (from 90% to 99% of the time), but is occasionally distracted for brief periods of time.

5. ALWAYS ON TASK - The student is able to complete one task without interruption and then will immediately begin working on another task.

WB 23. TEAMWORK

1. DISRUPTIVE - The student appears to cause confusion on purpose and disrupts team members.

2. LONER - The student works effectively only by himself/herself. He/she gets only the very simple directions correct, and this may not be consistent.

3. HELPER - The student contributes to the team efforts and assists members of the team when necessary.

4. WORKS FOR COMMON GOALS - The student works toward the common goal and contributes to the advancement of the team effort. He/she is unselfish and sees the importance of team play or effort.

5. PRODUCTIVE - The student's contribution is necessary for team success. He/she performs well, carries his/her own weight on the team, pushes himself/herself, and may inspire the team or certain team members. He/she can pick up the slack in a team effort.

WB 24. TOOL USE

1. AWKWARD - The student has little conception of how to use basic simple hand tools and has difficulty associating tools with job tasks.

2. CAN USE WHEN SHOWN - The student can manipulate and use simple hand tools on a specific task in a manner for which they are designed, once shown by an instructor.

3. APPLY TO JOB - The student can select proper tools and use them in performing a single job.

4. KNOWLEDGEABLE - The student is able to identify and use tools effectively in a variety of jobs and is able to describe their general use.

5. EFFICIENT - The student is efficient in the use of simple hand tools.

WB 25. WORK INDEPENDENCE

1. CLOSE SUPERVISION - The student must always be in the supervisor's view while at the job station and must frequently be given directions during the work activity.

2. OCCASIONAL SUPERVISION - The student must be supervised only at infrequent, variable intervals during the job activity.

3. LIMITED DEPENDABILITY - The student can accomplish some tasks that have a simple, set pattern.

4. CONSISTENT DEPENDABILITY - The student is reliable in completing job assignments.

5. SELF-DIRECTED - The student performs job-related tasks as a matter of habit and helps to coordinate his/her work with others.

WORK PERFORMANCE

WP 26. CHOICES

1. PASSIVE - The student is unwilling to choose a course of action even though all of the alternatives are fully explained and one is strongly recommended.

2. INDECISIVE - The student is able to recognize that alternatives exist, but cannot choose a course of action without some assistance from others.

3. RELIES ON OTHERS - The student is able to make choices after consultation with others.

4. HESITANT - The student alternates between direct choice and consultation with others before choosing a course of action.

5. DISCRIMINATING - The student makes all of his/her own decisions and is also willing and able to help others make choices as well.

WP 27. COMMUNICATION

1. VERBALLY RESTRICTED - The student is restricted either physically or emotionally in verbal communication. He/she can be understood only with great difficulty.

2. EXPRESSES WITH DIFFICULTY - The student has considerable difficulty expressing himself/herself verbally, but is able to get his/her ideas across non-verbally.

3. MILD VERBAL PROBLEM - The student has a mild verbal problem, but only occasionally has difficulty expressing himself/herself.

4. EXPRESSES SELF WITH SLIGHT PROBLEM - The student has a slight problem communicating, but generally expresses himself/herself well verbally.

5. VERBALLY CAPABLE - The student is able to express and communicate with no problem. He/she is able to express himself/herself verbally well.

WP 28. COMPREHENSION

1. SLOW AND LIMITED - The student is very slow to understand what needs to be done in a job task and has limited knowledge of the assignment.

2. GAINS IDEAS - The student is slow to understand what needs to be done in a job task, but can usually get the idea after some explanation.

3. MODERATE UNDERSTANDING - The student is capable of moderately quick and/or a moderately thorough understanding of what needs to be done on a job task.

4. UNDERSTANDS MOST ASSIGNMENTS - The student is capable of a quick and thorough understanding of what needs to be done on most task assignments.

5. QUICK GRASP OF NEEDS - The student is able to understand very quickly and very thoroughly what needs to be done on most job task assignments.

WP 29. DIRECTION

1. RESISTIVE - The student does not attempt to follow simple directions, may resist if the leader repeats directions or offers assistance, or may attempt to counteract what is asked of him/her.

2. WITH REINFORCEMENT - The student can follow simple directions if the leader verbally repeats them two or more times, or if the leader demonstrates steps with gestures only once.

3. MODERATELY DIFFICULT - The student can follow mildly difficult directions (i.e., four or five steps) when given both verbally and with gestures at least twice.

4. COMPLEX WITH ASSISTANCE - The student can follow intricate directions (i.e., six to eight steps) when given both verbally and with gestures at least twice and with physical assistance on some of the steps. The student can perform the complex task alone after a specified practice period.

5. COMPLEX ON OWN - The student can perform tasks involving directions with eight to ten steps, when given both verbal and gestural instructions only two or three times.

WP 30. SIMULTANEITY

1. ONE TASK WITH SUPERVISION - The student can perform one simple task with help.

2. TWO TASKS WITH ASSISTANCE - The student can perform two tasks or two operations of the same task concurrently when given some assistance by another person.

3. TWO TASKS ALONE - The student can perform two tasks or two operations of the same task at the same time independently.

4. THREE TASKS WITH ASSISTANCE - The student can perform three tasks or three operations of the same task concurrently when given some aid by another person.

5. AT LEAST THREE TASKS ALONE - The student has the coordination and/or dexterity to perform three or more tasks or operations of the same task at the same time.

WP 31. TIMING

1. UNREALISTIC CONCEPT OF TIME - The student works too slowly on a task. He/she is unaware that he/she has to speed up to be competitive and doesn't know when he/she has to return from class or job breaks without assistance.

2. AWARENESS OF TIME - The student knows what it means to complete a task in one hour, one day, etc. He/she knows about time, but he/she does not seem to comprehend the importance of time in the work setting.

3. AWARE OF TIME REQUIREMENTS - The student knows that he/she has to be at certain places or to do certain things in a timely fashion and that he/she can meet requirements with moderate effort. The student is still inconsistent most of the time, but is aware of deadlines.

4. SOMETIMES MEETS TIME REQUIREMENTS - The student meets time standards regarding task completion 50% of the time with moderate supervision. He/she may have to be reminded, but does show personal initiative.

5. ALWAYS MEETS TIME REQUIREMENTS - The student completes timerelated goals all the time. He/she works independently and can do better if he/she wants to do so. He/she can speed up or slow down accordingly with no problems.

CHAPTER II. VOCATIONAL PROGRAM REVIEW

12/81

VOCATIONAL PROGRAM LIST

HIGHEST RATED JVS PROGRAMS WITH EMR SUCCESS PROBABILITY AS RATED BY TASK FORCES I & II

		Success Probability
1.	Agricultural Production	75%
2.	Animal Protection and Care	80%
3.	Baker	70%
4.	Body and Fender	95%
5.	Building Maintenance	75%
6.	Carpentry	65%
7.	Child Care	70%
8.	Child Development	65%
9.	Custodial Services	85%
10.	Filing, Office Machines, and General Office	40%
11.	Floristry	65%
12.	Food Distribution	65%
13.	Food Services	95%
14.	Forestry	55%
15.	Hardware, Building Materials, Farm and Garden Supplies, Equipment	55%
16.	Heavy Equipment	60%
17.	Home Health Aid	55%
18.	Home Management	60%
19.	Horticulture	95%
20.	Hotel and Lodging	85%
21.	Masonry	90%
22.	Materials Support, Transporting, Storing, Recording	35%
23.	Meat Cutter	55%
24.	Mechanics	50%
25.	Nurses' Assistant	50%
26.	Plastering and Drywall	70%
27.	Roofing	65%
28.	Small Engine Repair	65%
29.	Truck Driver	55%
30.	Welding and Cutting	75%

N=20 Task Force Members

PREVOCATIONAL SKILLS (Primary)

PRIORITY LISTING BY PROGRAM/JOB ENTRY-LEVEL DEMAND

PROGRAM ENTRY-LEVEL SKILLS

1. Physical Capacity (26)*
2. Physical Tolerance (26)
3. Emotional Tolerance (25)
4. Tolerance (23)
5. Work Habits (21)
6. Prevocational Work Related (19)
7. Performance Skills (17)
8. Time Factors (15)
9. Personal Hygiene (15)
10. Social Skills (14)
11. Vocational Work Related (13)
12. Academic (12)
13. Personal (10)

JOB ENTRY-LEVEL SKILLS

1. Performance Skills (29)
2. Work Habits (28)
3. Physical Tolerance (25)
4. Physical Capacity (24)
5. Vocational Work Related (24)
6. Time Factors (23)
7. Emotional Tolerance (23)
8. Tolerance (19)
9. Personal Hygiene (17)
10. Prevocational Work Related (16)
11. Social Skills (15)
12. Personal (15)
13. Academic (11)

*N=30 Vocational Programs

PREVOCATIONAL SKILLS (Secondary)

PRIORITY LISTING BY PROGRAM/JOB ENTRY-LEVEL DEMAND

PROGRAM ENTRY-LEVEL SKILLS

1. Caution (28)*
2. General Health (28)
3. Attendance (25)
4. Memory (24)
5. Repetitiveness (24)
6. Perseverance (24)
7. Physical Skills (24)
8. Dexterity (23)
9. Attitude (22)
10. Numbers Concepts (21)
11. Accuracy (20)
12. Use of Simple Tools (20)
13. Measuring (20)
14. Direction (19)
15. Pace (19)
16. Choices (19)
17. Math Skills (19)
18. Comprehension (19)
19. Task Performance (19)
20. Stamina (19)
21. Communication Level (18)
22. Cleanliness (18)
23. Time Concepts (18)
24. Work Independence (17)
25. Reading Level (17)
26. Self-Concept (17)
27. Concept of Work (17)
28. Care of Supplies (16)
29. Employer Relationship (15)
30. Peer Relationship (15)
31. Manners (15)
32. Teamwork (14)
33. Choices (14)
34. Appearance (14)
35. Sociability (13)
36. Writing Skills (12)
37. Self-Expression (11)
38. Simultaneity (11)
39. Timing (10)
40. Citizenship (10)
41. Economic Skills (5)

*N=30 Vocational Programs

BEST COPY AVAILABLE

PREVOCATIONAL SKILLS (Secondary)

PRIORITY LISTING BY PROGRAM/JOB ENTRY-LEVEL DEMAND

JOB ENTRY-LEVEL SKILLS

1. Attendance (29)*
2. Task Performance (29)
3. Caution (29)
4. Repetitiveness (27)
5. Concept of Work (27)
6. Use of Simple Tools (27)
7. Accuracy (26)
8. Dexterity (26)
9. Direction (25)
10. General Health (25)
11. Care of Supplies (25)
12. Memory (24)
13. Perseverance (24)
14. Stamina (24)
15. Physical Skills (24)
16. Measuring (24)
17. Work Independence (23)
18. Pace (23)
19. Attitude (23)
20. Employer Relationship (23)
21. Timing (22)
22. Comprehension (22)
23. Numbers Concepts (22)
24. Time Concepts (22)
25. Teamwork (19)
26. Reading Level (19)
27. Cleanliness (18)
28. Communication Level (17)
29. Peer Relationship (17)
30. Manners (17)
31. Simultaneity (16)
32. Math Skills (16)
33. Appearance (16)
34. Self-Concept (16)
35. Sociability (14)
36. Choices (13)
37. Writing Skills (11)
38. Self-Expression (10)
39. Money Concepts (10)
40. Citizenship (9)
41. Economic Skills (4)

---

*N=30 Vocational Programs

CHAPTER III. ASSESSMENT BATTERY PROFILES

III. STUDENT PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

STUDENT NAME ______________________ B.D. __________ DATE EVALUATED __________

ADDRESS ______________________ TEL. __________ EVALUATOR __________

______________________ LEA/AGENCY __________

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	.	.	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	.	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	.	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	.	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	.	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	.	.	.	Deft
P 7	Memory	Recall With Cues	.	.	.	.	.	Retains Inform
P 8	Pace	Substandard	.	.	.	.	.	Adept
P 9	Stamina	Easily Fatigued	.	.	.	.	.	Endures
S 10	Appearance	Slovenly	.	.	.	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	.	.	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	.	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	.	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	.	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	.	.	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	.	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	.	.	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	.	.	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	.	.	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	.	.	.	Prudent
WB 21	Perseverance	Highly Distractable	.	.	.	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	.	.	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	.	.	.	Productive
WB 24	Tool Use	Awkward	.	.	.	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	.	.	.	.	Self-Directed
WP 26	Choices	Passive	.	.	.	.	.	Discriminating
WP 27	Communication	Verbally Restricted	.	.	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	.	.	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	.	.	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	.	.	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	.	.	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

01.0100 PROGRAM NUMBER

PROGRAM Agricultural Production

GENERAL DESCRIPTION: Planned learning activities, in and out of school, related to the economic use of facilities, land, equipment, finance, labor, etc in the production of plant and animal products.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	P	.	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	.	.	J	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	.	P	J	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	P	J	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	P	.	J	.	.	Deft
P 7	Memory	Recall With Cues	P	.	.	J	.	Retains Inform
P 8	Pace	Substandard	.	P	J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	P	.	J	.	Endures
S 10	Appearance	Slovenly	.	P	J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	.	J	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	P	.	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	.	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	.	J	.	Outgoing
WA 15	Self-Concept	Self Survival	.	P	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	.	J	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	.	P	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	.	J	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	. J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

01.0101 PROGRAM NUMBER

PROGRAM Animal Protection and Care

GENERAL DESCRIPTION: To deal with the theories, principles, and practices involved in producing animals and animal products including animal husbandry and veterinary care of small animals.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	. P	.	.	J	Functnl Assoc
A 2	Measuring	One to One Relatnshp	E	.	.	.	.	Compound Meas
A 3	Money Skills	One to One Relatnshp	.	P	.	.	J	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	E	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	P	J	.	Deft
P 7	Memory	Recall With Cues	.	.	P	J	.	Retains Inform
P 8	Pace	Substandard	.	.	E	.	.	Adept
P 9	Stamina	Easily Fatigued	.	.	.	E	.	Endures
S 10	Appearance	Slovenly	.	.	E	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	.	.	J	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	.	E	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	.	E	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	.	J	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	P	.	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	.	E	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	P	J	.	Productive
WB 24	Tool Use	Awkward	.	P	J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	.	P	J	.	Self-Directed
WP 26	Choices	Passive	.	.	P	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	J	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super.	P	J	.	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

09.0223 PROGRAM NUMBER

PROGRAM Baker

GENERAL DESCRIPTION: To develop quantity skills in measuring, mixing, packaging and merchandising, cutting, chopping, proofing, and decorating bread and pastry products including equipment use.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	P	J	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	.	P	.	J	.	Retains Inform
P 8	Pace	Substandard	.	P	J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	P	J	.	.	Endures
S 10	Appearance	Slovenly	.	.	E	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	J	.	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	P	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	E	.	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	.	P	J	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	E	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	J	.	.	Self-Directed
WP 26	Choices	Passive	.	.	P	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	.	P	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	E	.	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	P	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.0301 PROGRAM NUMBER

PROGRAM Body and Fender

GENERAL DESCRIPTION: To repair damaged bodies and fenders by hammering, smoothing by filing, grinding or sanding, concealment of imperfections, painting, and replacement of body components including trim.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	.	.	E	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P J	.	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	J	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	.	.	E	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	.	.	E	.	.	Retains Inform
P 8	Pace	Substandard	.	P	.	J	.	Adept
P 9	Stamina	Easily Fatigued	.	.	P	.	J	Endures
S 10	Appearance	Slovenly	.	P	J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	J	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	P	J	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	J	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	.	P	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	P	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	E	.	.	.	Productive
WB 24	Tool Use	Awkward	.	P	J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	E	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	.	P	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	.	P	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.1011 PROGRAM NUMBER

PROGRAM Building Maintenance

GENERAL DESCRIPTION: To perform carpentry, painting, minor repairs on mechanical equipment, and other duties required to maintain the physical structure of various types of buildings.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	.	P	.	J	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	.	J	.	Budgeting
A 4	Reading Level	Identifies Letters	P	.	. J	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	P	.	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	P	.	.	.	J	Retains Inform
P 8	Pace	Substandard	P	.	.	.	J	Adept
P 9	Stamina	Easily Fatigued	.	.	P	.	J	Endures
S 10	Appearance	Slovenly	.	.	P	.	J	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	.	. J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	. P	.	J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	.	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	.	.	J	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	P	.	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	J	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	.	J	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	.	J	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	P	.	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	. J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	P	.	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.1001 PROGRAM NUMBER

PROGRAM Carpentry

GENERAL DESCRIPTION: To apply and use power tools, equipment, and materials and to lay out, fabricate, assemble, install, and repair or structure units including estimation applications.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	.	P	.	J	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	.	J	.	Budgeting
A 4	Reading Level	Identifies Letters	P	.	J	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	P	.	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	P	J	.	.	.	Retains Inform
P 8	Pace	Substandard	P	.	.	J	.	Adept
P 9	Stamina	Easily Fatigued	.	.	P	.	J	Endures
S 10	Appearance	Slovenly	.	.	E.	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	.	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P J	.	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	E	.	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	E	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	.	.	J	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	J	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	.	J	Prudent
WB 21	Perseverance	Highly Distractable	P	.	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	.	J	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	P	.	J	.	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	P	.	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

09.0201 PROGRAM NUMBER

PROGRAM Child Care

GENERAL DESCRIPTION: To study the development, care, and guidance of children and to manage and maintain a child's environment as in a Child Care Center.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	J	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	J	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	P	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	P	.	.	J	.	Retains Inform
P 8	Pace	Substandard	P	.	J	.	.	Adept
P 9	Stamina	Easily Fatigued	P	.	. J	.	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	.	.	J	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	.	. J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	P	. J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	.	J	.	Outgoing
WA 15	Self-Concept	Self Survival	.	P	.	J	.	Part In Soc
WA 16	Work Concept	Earning Money	P	.	. J	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	P	.	. J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	.	P	. J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	. J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	P	J	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	. J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	. J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	.	P	. J	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	. J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

09.0102 PROGRAM NUMBER

PROGRAM Child Development

GENERAL DESCRIPTION: To study the physical, mental, emotional, and social growth and development of children and to help with their care and guidance.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	P	J	.	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	E	.	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	E	.	.	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	E	.	.	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	P	J	.	.	.	Deft
P 7	Memory	Recall With Cues	.	P	J	.	.	Retains Inform
P 8	Pace	Substandard	P	.	J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	P	J	.	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	J	.	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	. P	.	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	P	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	P	J	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	.	P	J	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J.	.	.	Productive
WB 24	Tool Use	Awkward	E	.	.	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	J	.	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	.	P	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P J	.	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.1100 PROGRAM NUMBER

PROGRAM Custodial Services

GENERAL DESCRIPTION: To care for and clean buildings, fixtures, and furnishings, including all types of building interiors.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	J	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	P	J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	J	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	P	J	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	.	J	.	Deft
P 7	Memory	Recall With Cues	.	P	.	J	.	Retains Inform
P 8	Pace	Substandard	.	P	J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	.	P	J	.	Endures
S 10	Appearance	Slovenly	.	.	E	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	.	J	Efficient
WB 25	Work Indepndce	Close Supervision	P	.	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

14.0300 PROGRAM NUMBER

PROGRAM Filing, Office Machines, and General Office

GENERAL DESCRIPTION: To record and retrieve data, including classifying, sorting, filing correspondence, records, and other data.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	.	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	.	J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	P	.	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	.	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	P	J	.	Deft
P 7	Memory	Recall With Cues	.	P	.	J	.	Retains Inform
P 8	Pace	Substandard	.	.	P	J	.	Adept
P 9	Stamina	Easily Fatigued	.	P	.	J	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	P	J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	.	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	.	J	.	Outgoing
WA 15	Self-Concept	Self Survival	.	P	.	J.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	.	J	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	P	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

BEST COPY AVAILABLE

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

04.0500 PROGRAM NUMBER

PROGRAM Floristry

GENERAL DESCRIPTION: To perform sales and sales-supporting tasks involving the selling of floral arrangements, cut flowers, growing plants, artificial plants, and related items.

P=Program Entry J=Job Entry E=P & J are equal

BEST COPY AVAILABLE

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	.	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	.	J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	J	.	.	Budgeting
A 4	Reading Level	Identifies Letters	P	.	J	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	.	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	.	J	.	Deft
P 7	Memory	Recall With Cues	P	.	J	.	.	Retains Inform
P 8	Pace	Substandard	P	.	J	.	.	Adept
P 9	Stamina	Easily Fatigued	P	.	J	.	.	Endures
S 10	Appearance	Slovenly	.	P	.	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	.	.	J	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	.	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	.	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	.	P	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	P	.	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	.	P	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	E	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	P	.	.	J	.	Self-Directed
W[illegible]	Choices	Passive	.	P	.	J	.	Discriminating
[illegible]	[illegible]ommunication	Verbally Restricted	.	P	.	J	.	Verblly Capble
W[illegible]	[illegible]omprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	.	.	J	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

04.0600 PROGRAM NUMBER

PROGRAM Food Distribution

GENERAL DESCRIPTION: To perform tasks related to the variety of sales and sales support in selling food for home preparation and consumption or in selling a general or commodity food.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	P	.	.	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	P	.	J	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	.	P	.	J	.	Budgeting
A 4	Reading Level	Identifies Letters	.	P	.	.	J	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	P	.	.	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	P	.	.	J	.	Retains Inform
P 8	Pace	Substandard	.	P	.	J	.	Adept
P 9	Stamina	Easily Fatigued	.	P	J	.	.	Endures
S 10	Appearance	Slovenly	.	.	P	.	J	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	.	.	J	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	.	P	.	J	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	.	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	.	P	.	J	Outgoing
WA 15	Self-Concept	Self Survival	P	.	.	.	J	Part In Soc
WA 16	Work Concept	Earning Money	P	.	.	.	J	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	. P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	E	.	.	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	P	J	.	Productive
WB 24	Tool Use	Awkward	E	.	.	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	J	.	.	Self-Directed
WP 26	Choices	Passive	E	.	.	.	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	. P	.	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	P	.	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	.	J	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	.	J	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

04.0700 PROGRAM NUMBER

PROGRAM Food Services

GENERAL DESCRIPTION: To sell and merchandise prepared foods and drinks for consumption at a premises.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	.	.	E	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	J	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	.	.	E	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	.	.	E	.	.	Retains Inform
P 8	Pace	Substandard	.	P	J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	.	P	J	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	J	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	J	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	.	P	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	P	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	E	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	.	P	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	.	P	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

01.0700 PROGRAM NUMBER

PROGRAM Forestry

GENERAL DESCRIPTION: To manage trees grown as a crop, including the protection, logging, wood utilization, recreation, and special products.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	. P	.	. J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	.	.	J	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	. P	.	.	J	.	Budgeting
A 4	Reading Level	Identifies Letters	.	. P	.	. J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	. P	. J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	. J	.	.	Deft
P 7	Memory	Recall With Cues	.	P	. J	.	.	Retains Inform
P 8	Pace	Substandard	.	P	. J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	P	.	J	.	Endures
S 10	Appearance	Slovenly	.	P	. J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	. P	.	. J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	. P	.	. J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	. P	.	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	. P	.	. J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	.	J	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	. J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	. J	.	.	Productive
WB 24	Tool Use	Awkward	. P	.	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	P	.	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	. P	.	. J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	. P	.	. J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	. P	.	. J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	P	.	.	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

04.0900 PROGRAM NUMBER

PROGRAM Hardware, Building Materials, Farm & Garden Supplies, Equip.

GENERAL DESCRIPTION: To sell and provide sales-support in basic lines of hardware, lumber, building materials, supplies, and equipment for construction, and farm and garden use.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	.	P	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	P	J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	.	P	J	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	E	.	.	.	Deft
P 7	Memory	Recall With Cues	.	.	E	.	.	Retains Inform
P 8	Pace	Substandard	.	.	E	.	.	Adept
P 9	Stamina	Easily Fatigued	.	.	E	.	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	.	P	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	P	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	J	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	E	.	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	J	.	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	E	.	.	Always on Task
WB 23	Teamwork	Disruptive	.	. P	.	. J	.	Productive
WB 24	Tool Use	Awkward	.	.	E	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	E	.	.	.	Self-Directed
WP 26	Choices	Passive	.	.	P	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	.	.	P	J	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	J	.	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

17.1003 PROGRAM NUMBER

PROGRAM Heavy Equipment

GENERAL DESCRIPTION: To operate, maintain and repair heavy-duty equipment including bulldozers, cranes, graders, tractors, mixers, shovels, compressors, or other similar equipment.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	.	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	.	J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	P	J	.	Deft
P 7	Memory	Recall With Cues	.	P	.	.	J	Retains Inform
P 8	Pace	Substandard	.	P	.	J	.	Adept
P 9	Stamina	Easily Fatigued	.	.	P	J	.	Endures
S 10	Appearance	Slovenly	.	.	E	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	J	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	.	J	.	Productive
WB 24	Tool Use	Awkward	.	P	.	.	J	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

07.0307 PROGRAM NUMBER

PROGRAM Home Health Aid

GENERAL DESCRIPTION: To assist the elderly, convalescent, or handicapped in their homes and provide for daily living needs including physical, mental, emotional, social, and spiritual needs.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	J	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	.	J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	J	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	P	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	P	.	.	J	.	Retains Inform
P 8	Pace	Substandard	P	.	J	.	.	Adept
P 9	Stamina	Easily Fatigued	P	.	J	.	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	.	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	P	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	.	P	J	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	.	J	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	. J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	P	.	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	.	P	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	E	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	P	.	. J	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	. J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

09.0108 PROGRAM NUMBER

PROGRAM Home Management

GENERAL DESCRIPTION: To develop a variety of home management techniques including societal and economic influences on individuals and families including goals, values, standards, etc.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	.	.	E	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	J	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	.	.	E.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	P	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	J	.	.	Deft
P 7	Memory	Recall With Cues	.	.	E	.	.	Retains Inform
P 8	Pace	Substandard	.	P	.	J	.	Adept
P 9	Stamina	Easily Fatigued	.	.	P	J	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	J	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	E	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	J	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	.	P	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	P	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	J	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	.	P	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	.	P	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

01.0500 PROGRAM NUMBER

PROGRAM Horticulture

GENERAL DESCRIPTION: To culture plants used principally for ornamental or aesthetic purposes using horticultural equipment, operations, and machines.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	. P	J	.	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	E	.	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	P J	.	.	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	E	.	.	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	P	J	.	.	.	Deft
P 7	Memory	Recall With Cues	.	P	J	.	.	Retains Inform
P 8	Pace	Substandard	P	.	J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	P	J	.	.	Endures
S 10	Appearance	Slovenly	P	.	J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	J	.	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	J	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	. P	J	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	E	.	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	P	.	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	J	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	J	.	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	J	.	.	Self-Directed
WP 26	Choices	Passive	.	P	J	.	.	Discriminating
WP 27	Communication	Verbally Restricted	P	J	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

04.1100 PROGRAM NUMBER

PROGRAM Hotel and Lodging

GENERAL DESCRIPTION: To provide management and personnel for lodging, meals, and services (seasonal or year-round) to the general public or organizations.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1 2 3 4 5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	. . P . J	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P . J . .	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P . . J .	Budgeting
A 4	Reading Level	Identifies Letters	. . P . J .	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	. . P . J .	Cnvys Own Ids
P 6	Dexterity	Awkward	. P . J . .	Deft
P 7	Memory	Recall With Cues	. P . J .	Retains Inform
P 8	Pace	Substandard	. P . J . .	Adept
P 9	Stamina	Easily Fatigued	. . P . J . .	Endures
S 10	Appearance	Slovenly	. P . J . .	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	. P . . J . .	Promotes Busns
S 12	Peer Relations	Non-Belligerent	. P . J . .	Teams W/Peers
S 13	Self-Expression	Unintelligible	. P J . .	Soc Expresv
S 14	Sociability	Ignores Others	. P J . .	Outgoing
WA 15	Self-Concept	Self Survival	P . . J . .	Part In Soc
WA 16	Work Concept	Earning Money	P . . J . .	Helping Soc
WB 17	Accuracy	Unaware of Standards	. P . J . .	Perfect Accrcy
WB 18	Attendance	Not Reliable	. . P . J .	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P . . J . .	Protective
WB 20	Caution	Hurried and Reckless	. P . J .	Prudent
WB 21	Perseverance	Highly Distractable	. P . . J . .	Persistent
WB 22	Repetitiveness	Seldom on Task	. P . J . .	Always on Task
WB 23	Teamwork	Disruptive	. P J. . .	Productive
WB 24	Tool Use	Awkward	. P . . J . .	Efficient
WB 25	Work Indepndce	Close Supervision	. P . . J . .	Self-Directed
WP 26	Choices	Passive	. P . J . .	Discriminating
WP 27	Communication	Verbally Restricted	. P J . .	Verblly Capble
WP 28	Comprehension	Slow and Limited	. P . . J . .	Qck Grsp Needs
WP 29	Direction	Resistive	. P . . J . .	Complex on Own
WP 30	Simultaneity	One Task with Super	P . J . .	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	. P . . J .	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.1004 PROGRAM NUMBER

PROGRAM Masonry

GENERAL DESCRIPTION: To cut, chip, and fix in position concrete blocks, brick, and glass blocks, using bonding materials and hand tools, according to an architectural plan.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	.	.	J	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	E.	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	J	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	E	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	P	J	.	Deft
P 7	Memory	Recall With Cues	.	E	.	.	.	Retains Inform
P 8	Pace	Substandard	.	.	P	J	.	Adept
P 9	Stamina	Easily Fatigued	.	.	.	P	J	Endures
S 10	Appearance	Slovenly	.	P	J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	E	.	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	P	.	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	. P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	E.	.	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	E	.	.	.	Helping Soc
[illegible] 17	Accuracy	Unaware of Standards	P	.	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	J	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	E	.	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	E	.	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	E	.	.	Productive
WB 24	Tool Use	Awkward	.	P	J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	.	P	J	.	Self-Directed
WP 26	Choices	Passive	.	P	J	.	.	Discriminating
WP 27	Communication	Verbally Restricted	.	E	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	E	.	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	E	.	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	J	.	.	.	At Lst
WP 31	Timing	Unreal. Con. of Time	.	.	P	.	J	Awys M

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

14.0500 PROGRAM NUMBER

PROGRAM Materials Support, Transporting, Storing, Recording

GENERAL DESCRIPTION: To receive, locate, handle, inventory, replenish, and fill orders, including the issuing of tools, equipment, and materials to workers.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	.	P	. J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	P	. J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	. P	.	.	J	.	Budgeting
A 4	Reading Level	Identifies Letters	.	. P	.	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	. P	. J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	. J	.	.	Deft
P 7	Memory	Recall With Cues	.	P	.	J	.	Retains Inform
P 8	Pace	Substandard	.	P	. J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	P	. J	.	.	Endures
S 10	Appearance	Slovenly	.	P	J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	. P	.	. J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	P	. J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	. P	.	. J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	.	J	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	. P	.	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	. J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	P	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J.	.	.	Productive
WB 24	Tool Use	Awkward	. P	.	. J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	P	.	. J	.	.	Self-Directed
WP 26	Choices	Passive	.	P	. J	.	.	Discriminating
WP 27	Communication	Verbally Restricted	. P	.	. J	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	J	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	. J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	. J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	. P	.	. J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.2903 PROGRAM NUMBER

PROGRAM Meat Cutter

GENERAL DESCRIPTION: To cut, trim, and prepare carcasses and consumer-size portions of meat for sale or cooking, including techniques for specific cuts of meat processing, and display.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	.	P	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	.	E	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	.	P	.	J	.	Budgeting
A 4	Reading Level	Identifies Letters	.	P	.	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	P	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	.	J	.	Deft
P 7	Memory	Recall With Cues	P	.	.	J	.	Retains Inform
P 8	Pace	Substandard	.	.	P	J	.	Adept
P 9	Stamina	Easily Fatigued	P	.	. J	.	.	Endures
S 10	Appearance	Slovenly	.	P	.	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	.	. J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	.	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	.	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	.	J	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	. J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	P	.	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	.	P	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	. J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	E	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	.	J	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	. J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.0302 PROGRAM NUMBER

PROGRAM Mechanics (Automotive)

GENERAL DESCRIPTION: To use diagnostic and test equipment and tools and to repair the components of a vehicle including the engine, power transmission, steering, brakes, and electrical system.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	E	.	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	E	.	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	E	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	E	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	E	.	.	Deft
P 7	Memory	Recall With Cues	.	P	J	.	.	Retains Inform
P 8	Pace	Substandard	.	.	P	J	.	Adept
P 9	Stamina	Easily Fatigued	.	.	P	J	.	Endures
S 10	Appearance	Slovenly	E	.	.	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	E	.	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	E	.	.	Soc Expresv
S 14	Sociability	Ignores Others	E	.	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	E	.	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	J	.	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	E	.	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	P	J	.	.	Always on Task
WB 23	Teamwork	Disruptive	E	.	.	.	.	Productive
WB 24	Tool Use	Awkward	.	P	J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	.	P	J	.	Self-Directed
WP 26	Choices	Passive	.	P	J	.	.	Discriminating
WP 27	Communication	Verbally Restricted	P	J	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	P	J	.	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	E	.	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	J	.	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	J	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

BEST COPY AVAILABLE

07.0303 PROGRAM NUMBER

PROGRAM Nurses' Assistant

GENERAL DESCRIPTION: To perform simple tasks of personal care of individuals receiving nursing services under the supervision of a nurse.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	.	P	.	J	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	P	.	.	J	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	P	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	P	J	.	Deft
P 7	Memory	Recall With Cues	.	P	.	.	J	Retains Inform
P 8	Pace	Substandard	.	P	.	J	.	Adept
P 9	Stamina	Easily Fatigued	.	P	.	J	.	Endures
S 10	Appearance	Slovenly	.	.	P	J	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	.	J	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	P	.	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	.	P	J	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	.	J	.	Outgoing
WA 15	Self-Concept	Self Survival	.	P	.	J	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	. J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	P	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	.	J	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	.	P	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	P	.	J	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	.	J	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.1006 PROGRAM NUMBER

PROGRAM Plastering and Drywall

GENERAL DESCRIPTION: To apply plaster, stucco, and similar materials to the interior and exterior surfaces of structures.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	J	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	P	J	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	E	.	.	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	E	.	.	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	E	.	.	.	Deft
P 7	Memory	Recall With Cues	.	E	.	.	.	Retains Inform
P 8	Pace	Substandard	.	P	J	.	.	Adept
P 9	Stamina	Easily Fatigued	.	.	.	E	.	Endures
S 10	Appearance	Slovenly	E	.	.	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P.	J	.	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	E	.	.	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	E	.	.	.	.	Soc Expresv
S 14	Sociability	Ignores Others	E	.	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	E	.	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	E	.	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	.	E	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	J	.	.	.	Protective
WB 20	Caution	Hurried and Reckless	.	.	P	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	E	.	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	E	.	.	Always on Task
WB 23	Teamwork	Disruptive	.	.	E	.	.	Productive
WB 24	Tool Use	Awkward	P	J	.	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	J	.	.	Self-Directed
WP 26	Choices	Passive	.	P	J	.	.	Discriminating
WP 27	Communication	Verbally Restricted	E	.	.	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	E	.	.	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	J	.	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	E	.	.	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.1010 PROGRAM NUMBER

PROGRAM Roofing

GENERAL DESCRIPTION: To cover roofs and exterior walls of structures with waterproofing or insulating materials such as asphalt, aluminum, slate, wood, and related composition materials.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	P	J	.	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	J	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	E	.	.	.	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	E	.	.	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	.	J	.	Deft
P 7	Memory	Recall With Cues	P	J	.	.	.	Retains Inform
P 8	Pace	Substandard	P	.	J	.	.	Adept
P 9	Stamina	Easily Fatigued	P	.	J	.	.	Endures
S 10	Appearance	Slovenly	.	P	J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P	.	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	.	J	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	P	J	.	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	E	.	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	J	.	.	.	Part In Soc
WA 16	Work Concept	Earning Money	P	J	.	.	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	J	.	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	P	.	J	.	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	P	.	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	P	.	.	J	.	Persistent
WB 22	Repetitiveness	Seldom on Task	P	.	.	J	.	Always on Task
WB 23	Teamwork	Disruptive	P	.	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	.	J	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	J	.	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	J	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	J	.	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.3100 PROGRAM NUMBER

PROGRAM Small Engine Repair

GENERAL DESCRIPTION: To apply the principles of internal-combustion engine operation, the reading of technical manuals, and techniques when maintaining and repairing a variety of engines.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1 2 3 4 5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	. . P . J .	Functnl Assoc
A 2	Measuring	One to One Relatnshp	. P . J .	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P . . J .	Budgeting
A 4	Reading Level	Identifies Letters	. . P . J .	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	. . P J . .	Cnvys Own Ids
P 6	Dexterity	Awkward	. P . J .	Deft
P 7	Memory	Recall With Cues	. P . . J . .	Retains Inform
P 8	Pace	Substandard	. P . . J . .	Adept
P 9	Stamina	Easily Fatigued	. P . J .	Endures
S 10	Appearance	Slovenly	. . P . J .	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	P . J . .	Promotes Busns
S 12	Peer Relations	Non-Belligerent	. P . . J . .	Teams W/Peers
S 13	Self-Expression	Unintelligible	. P . J . .	Soc Expresv
S 14	Sociability	Ignores Others	. . P . J .	Outgoing
WA 15	Self-Concept	Self Survival	P . J . .	Part In Soc
WA 16	Work Concept	Earning Money	P . . J . .	Helping Soc
WB 17	Accuracy	Unaware of Standards	. P . J . .	Perfect Accrcy
WB 18	Attendance	Not Reliable	. . P . J .	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P . . J . .	Protective
WB 20	Caution	Hurried and Reckless	. . P J .	Prudent
WB 21	Perseverance	Highly Distractable	. P . . J . .	Persistent
WB 22	Repetitiveness	Seldom on Task	. P . J .	Always on Task
WB 23	Teamwork	Disruptive	. P . J . .	Productive
WB 24	Tool Use	Awkward	. P . J . .	Efficient
WB 25	Work Indepndce	Close Supervision	P . . J .	Self-Directed
WP 26	Choices	Passive	. P . J .	Discriminating
WP 27	Communication	Verbally Restricted	. P . J .	Verblly Capble
WP 28	Comprehension	Slow and Limited	. P . J . .	Qck Grsp Needs
WP 29	Direction	Resistive	. P . J .	Complex on Own
WP 30	Simultaneity	One Task with Super	P . . J . .	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	. P . . J .	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.2814 PROGRAM NUMBER

PROGRAM Truck Driver

GENERAL DESCRIPTION: To develop truck driving skills, up-grade safety standards, assist in efficient vehicle operations, improve driver status, assist with driver responsibilities.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE 1	2	3	4	5	HIGH DESCRIPTOR (5)
A 1	Math Skills	Count by Rote	.	P	.	.	J	Functnl Assoc
A 2	Measuring	One to One Relatnshp	.	P	.	J	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	P	.	.	J	.	Budgeting
A 4	Reading Level	Identifies Letters	.	P	.	J	.	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	.	P	J	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	P	.	J	.	Deft
P 7	Memory	Recall With Cues	.	P	.	J	.	Retains Inform
P 8	Pace	Substandard	.	P	.	J	.	Adept
P 9	Stamina	Easily Fatigued	.	P	.	J	.	Endures
S 10	Appearance	Slovenly	.	P	J	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	.	P	J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	P	.	J	.	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	J	.	Reliable
WB 19	Care of Supplies	Is Shown Supplies	.	P	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	J	.	Always on Task
WB 23	Teamwork	Disruptive	.	P	J	.	.	Productive
WB 24	Tool Use	Awkward	.	P	J	.	.	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	J	.	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	.	P	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	. J	.	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

III. PROGRAM/JOB ENTRY LEVEL PROFILE

PREVOCATIONAL ASSESSMENT BATTERY

17.2306 PROGRAM NUMBER

PROGRAM Welding and Cutting

GENERAL DESCRIPTION: To metal weld, braze, and flame cut, emphasizing properties of metals, blueprint reading, electrical principles, welding symbols, and mechanical drawing.

P=Program Entry J=Job Entry E=P & J are equal

CRC REF	PREVOCATIONAL SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE					HIGH DESCRIPTOR (5)
			1	2	3	4	5	
A 1	Math Skills	Count by Rote	.	.	P	J	.	Functnl Assoc
A 2	Measuring	One to One Relatnshp	P	J	.	.	.	Compound Meas
A 3	Money Concepts	One to One Relatnshp	E	.	.	.	.	Budgeting
A 4	Reading Level	Identifies Letters	.	.	P	.	J	Interpts Para
A 5	Writing Skills	Manuscript Alphabet	.	P	J	.	.	Cnvys Own Ids
P 6	Dexterity	Awkward	.	.	P	J	.	Deft
P 7	Memory	Recall With Cues	.	P	.	.	J	Retains Inform
P 8	Pace	Substandard	.	.	P	.	J	Adept
P 9	Stamina	Easily Fatigued	.	.	P	J	.	Endures
S 10	Appearance	Slovenly	.	.	E	.	.	Well-Groomed
S 11	Emplr Relations	Must Be Told Task	.	P	J	.	.	Promotes Busns
S 12	Peer Relations	Non-Belligerent	P	.	J	.	.	Teams W/Peers
S 13	Self-Expression	Unintelligible	.	P	J	.	.	Soc Expresv
S 14	Sociability	Ignores Others	.	P	J	.	.	Outgoing
WA 15	Self-Concept	Self Survival	.	P	.	J	.	Part In Soc
WA 16	Work Concept	Earning Money	.	P	.	J	.	Helping Soc
WB 17	Accuracy	Unaware of Standards	.	P	.	J	.	Perfect Accrcy
WB 18	Attendance	Not Reliable	.	.	P	.	J	Reliable
WB 19	Care of Supplies	Is Shown Supplies	P	.	.	J	.	Protective
WB 20	Caution	Hurried and Reckless	.	P	.	J	.	Prudent
WB 21	Perseverance	Highly Distractable	.	P	J	.	.	Persistent
WB 22	Repetitiveness	Seldom on Task	.	.	P	.	J	Always on Task
WB 23	Teamwork	Disruptive	.	P	.	J	.	Productive
WB 24	Tool Use	Awkward	.	P	.	.	J	Efficient
WB 25	Work Indepndce	Close Supervision	.	P	.	J	.	Self-Directed
WP 26	Choices	Passive	.	P	.	J	.	Discriminating
WP 27	Communication	Verbally Restricted	.	P	.	J	.	Verblly Capble
WP 28	Comprehension	Slow and Limited	.	P	.	J	.	Qck Grsp Needs
WP 29	Direction	Resistive	.	P	.	J	.	Complex on Own
WP 30	Simultaneity	One Task with Super	P	.	J	.	.	At Lst 3 Alone
WP 31	Timing	Unreal. Con. of Time	.	P	.	.	J	Awys Mt Tm Req

NOTE: Refer to Prevocational Criterion-Referenced Checklist for further clarification.

CHAPTER IV. EVALUATION

Task Force III & IV
Activity

PREVOCATIONAL ASSESSMENT BATTERY HANDBOOK

May
1982

for
PROJECT PREVOCATIONAL

(Rating Scale Form for Prevocational Assessment Battery Handbook Evaluation)

Directions: Please make a check (✓) on each item of the rating scale to best describe your impressions about the product under review and the process. Be sure to sign your name in the appropriate space and give your current title.

Name ______________________________ Date ______________________________

Title ______________________________

	Good 3	Adequate 2	Poor 1
THE RESEARCH/DEVELOPMENTAL PROCESS			
To what extent do you as a participant feel:			
1. The goals and objectives for the handbook were clearly presented?	___	___	___
2. You were able to see your particular assignment within the total scope of the project?	___	___	___
3. The directions were adequate to accomplish your assigned task?	___	___	___
4. Resource information was available when needed?	___	___	___
THE HANDBOOK PRODUCT (General)			
To what extent do you as a participant feel:			
5. The handbook will meet the need for which it was intended?	___	___	___
6. The handbook is organized with a structure for easy dissemination of the information?	___	___	___

THE HANDBOOK PRODUCT (Specific)

To what extent do you as a participant feel:

	Good 3	Adequate 2	Poor 1
CHAPTER I - PREVOCATIONAL SKILLS			
7. The Prevocational Skills Definitions clearly define skill areas?	___	___	___
8. The Criterion Reference is accessible when administering the test?	___	___	___
9. The Operational Definitions are necessary?	___	___	___
10. The Operational Definitions explain the criterion reference?	___	___	___
CHAPTER II - VOCATIONAL PROGRAM REVIEW			
11. The Vocational Program List is needed in this chapter?	___	___	___
12. Program/Job Entry-Level Demands will clarify the assessment and program planning aspect?	___	___	___
CHAPTER III - ASSESSMENT BATTERY PROFILES			
13. The Student Profile was designed for completeness?	___	___	___
14. The Student Profile was designed for efficiency?	___	___	___
15. The Program/Job Entry-Level Profiles will provide information for student program planning?	___	___	___
APPENDIX			
16. The Appendix information was necessary to further support information summaries of the chapters?	___	___	___

Task Force III & IV
Activity
Provocational Assessment
Battery Handbook

May
1982
Evaluation Form

PRODUCT APPLICATION

To what extent do you think the handbook product will support and assist those persons who consider and plan programs to meet basic needs of handicapped students?

	Good 3	Adequate 2	Poor 1
(Category I Needs)			
17. Intellectual?	___	___	___
18. Personal?	___	___	___
19. Biographical?	___	___	___
20. Social?	___	___	___
21. Vocational Skill?	___	___	___
(Category II Needs)			
22. Medical?	___	___	___
23. Social?	___	___	___
24. Educational?	___	___	___
25. Psychological?	___	___	___
26. Work Evaluation?	___	___	___
27. Work Adjustment?	___	___	___
28. On-The-Job Tryout?	___	___	___

OTHER:

Please use the space below to include other concerns which should be considered which were not included in the rating scale above.

____

____

____

EVALUATION SUMMARY

PREVOCATIONAL ASSESSMENT BATTERY HANDBOOK

	1-to-3 Scale Mean	1-to-5 Scale Mean	Variance
THE RESEARCH/DEVELOPMENTAL PROCESS			
1. Goals and Objectives Clearly Presented	2.80	4.60	.24
2. Able To See Own Assignment	2.65	4.30	.39
3. Directions Adequate	2.69	4.38	.22
4. Resource Information There When Needed	2.50	4.00	.26
THE HANDBOOK PRODUCT (General)			
5. Handbook Will Meet Need	2.66	4.32	.23
6. Handbook Structure Suitable	2.77	4.54	.17
THE HANDBOOK PRODUCT (Specific)			
PREVOCATIONAL SKILL SECTION			
7. Prospective Programs Adequately Identifiable	2.80	4.60	.16
8. Student Success Adequately Defined	2.70	4.40	.21
9. Program ID Process Will Help Planners	2.88	4.76	.10
10. Final List of Skills Adequate	2.74	4.48	.19
VOCATIONAL PROGRAM REVIEW SECTION			
11. Skills Defined Are Appropriate	2.69	4.38	.30
12. Entry Skills Defined Will Help Planners	2.69	4.38	.30
ASSESSMENT BATTERY PROFILES SECTION			
13. Job Entry-Level Rating	2.85	4.70	.13
14. Prevocational Skills Defined	2.81	4.62	.15
15. Performance in Programs Defined	2.85	4.70	.13
APPENDIX			
16. Appendix Was Necessary	2.59	4.18	.25
PRODUCT APPLICATION			
17. Intellectual (Kolstoe Listing)	2.37	3.74	.31
18. Personal	2.51	4.02	.25
19. Biographical	2.26	3.26	.29
20. Social I	2.38	3.76	.24
21. Vocational Skills	2.85	4.70	.13
22. Medical (Brolin Listing)	1.76	2.52	.34
23. Social II	2.30	3.60	.30
24. Educational	2.66	4.32	.23
25. Psychological	2.15	3.30	.29
26. Work Evaluation	2.70	4.40	.37
27. Work Adjustment	2.66	4.32	.23
28. On-Job-Tryout	2.61	4.22	.32

APPENDIX

APPENDIX A Page 1 of 2

VOCATIONAL PROGRAMS AND EMR SUCCESS PREDICTORS

Project Prevocational
Task Force; N=20

State Approved Vocational Programs: N=197

Agricultural Education (12)*

(15)Agricultural Production **
(16)Animal Protection & Care
(3)Plant Science
(4)Farm Management
(8)Agricultural Supplies/Services
(8)Agricultural Industrial Equip. & Serv.
(8)Agricultural Products Processing
(19)Horticulture
(9)Agricultural Resources
(3)Environmental Management
(11)Forestry
(5)Other Agricultural

Distributive Education (31)

(4)Advertising Services
(0)Radio Broadcasting
(1)Television
(4)Apparel and Accessories
(9)Automotive
(2)Automotive Parts Management
(1)Finance and Credit
(13)Floristry
(13)Food Distribution
(18)Food Services
(2)Food Service Management
(4)Food Service Personnel
(7)General Merchandise
(0)Marketing Management
(0)Personnel Management
(0)Supervisory and Administrative Occup.
(11)Hardware, Building Materials, Farm and Garden Supplies and Equipment
(5)Home Furnishings
(17)Hotel and Lodging
(1)Industrial Marketing
(0)Insurance
(0)International Trade
(8)Personal Services
(4)Vocational Music
(3)Performing Arts
(5)Petroleum
(0)Real Estate
(9)Recreation and Tourism
(8)Transportation
(3)Other Wholesale Trade
(16)Occupational Work Adjustment

Health Occupations (33)

(2)Dental Assistant
(1) Dental Hygiene
(0) Dental Laboratory Technology
(0) Medical Laboratory Technology
(1) Medical Laboratory Assisting
(0) Nurse
(2) Practical Nurse
(10) Nurses' Assistant
(1) Psychiatric Aide
(0) Surgical Technician
(11) Home Health Aid
(2) Occupational Therapy Assistant
(2) Physical Therapy Assistant
(0) Radiologic Technology
(0) Nuclear Medical Technology
(0) Ophthalmic
(1) Optometrist Assistant
(0) Radiological Health Technician
(8) Sanitarian Assistant
(0) Ultra-Sound Health Technology
(0) Mental Health Technician
(0) Electroencephalograph Technician
(0) Electrocardiograph Technician
(0) Respiratory Therapy
(1) Medical Assistant
(7) Community Health Aide
(0) Medical Emergency Technician
(0) Medical Record Technician
(0) Pharmacy Assistant
(3) Ward Clerk
(5) Diversified Health Occupations
(0) Health Supervision & Management
(8) Diversified Cooperative Health Occup.

Home Economics Education (25)

(13)Comprehensive Homemaking
(12)Child Development
(9)Clothing and Textiles
(9)Consumer Education
(13)Family Health
(9)Family Relations
(9)Foods and Nutrition
(12)Home Management
(10)Housing and Home Furnishings
(1)GRADS
(0)Consumer and Homemaking Impact Program
(6)Family Life Education I
(4)Family Life Education II
(2)Family Life Education III
(2)Family Life Education IV
(14)Child Care
(11)Fabric Service
(19)Food Service

---

* This represents the actual number of programs in this program area; i.e., 12 programs of a total of 197 were available in the area of Agricultural Education.

** This represents the number of task force members who felt that EMR students would be successful in this particular program; i.e., 15 members of a possible 20 felt that EMR students could succeed in the Agricultural Production Program.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

(5) Home Furnishings, Equipment, & Serv.
(11) Community and Home Service
(2) Therapeutic Recreation
(15) Catering Service
(14) Baker
(3) Multiple Goals Program
(9) Displaced Homemakers

Business and Office Education (11)

(0) Accounting and Computing Occupations
(2) Bank Teller
(1) Business Data Processing Systems
(8) Filing, Office Machines, and General Office Clerical
(2) Information Communication Occupations
(7) Materials Support, Transporting, Storing, and Recording
(1) Personnel, Training, and Related Occup.
(1) Stenographic, Secretarial, and Related Occupations
(0) Supervisory and Administrative Management Occupations
(4) Typing and Related Occupations
(8) Miscellaneous Office

Trade and Industrial Education (85)

(5) Air Conditioning & Heating
(6) Cooling
(6) Heating
(6) Ventilating
(7) Appliance Repair
(19) Body and Fender
(10) Mechanics
(3) Specialization
(2) Aviation Occupations
(2) Aircraft Maintenance
(1) Aircraft Operations
(2) Ground Operations
(2) Business Machine Maintenance
(3) Commercial Art Occupations
(8) Seamanship
(4) Marine Maintenance
(3) Commercial Photography Occupations
(13) Carpentry
(7) Electrician
(12) Heavy Equipment
(18) Masonry
(10) Painting and Decorating
(14) Plastering and Drywall
(8) Plumbing and Pipefitting
(9) Glazing
(13) Roofing
(15) Building Maintenance
(7) Industrial Maintenance
(11) Resilient Floor Layer
(7) Asbestos Worker
(6) Elevator Maintenance

(5) Mobile Home Service Maintenance
(2) Land Surveying
(5) Oil and Gas Drilling Occupations
(17) Custodial Services
(5) Diesel Mechanic
(1) Mine Maintenance Mechanic
(2) Energy Occupations
(2) Solar Energy
(2) Drafting Occupations
(1) Power Transmission
(6) Motor Repair
(0) Communication Electronics
(0) Industrial Electronics
(0) Tele-Communications
(0) Supervision and Management Development
(2) Graphic Occupations
(0) Chemical Lab
(1) Industrial Lab Assistance
(1) Instruments Maintenance and Repair Occupations
(8) Foundry
(8) Machine Shop
(4) Machine Tool Operation
(7) Metal Fabrication
(6) Sheet Metal
(15) Welding and Cutting
(0) Tool and Die Making
(6) Ironworker
(1) Metallurgy Occupations
(6) Ceramic Manufacturing Occupations
(6) Barbering
(5) Cosmetology
(6) Plastics Occupation
(9) Firefighter Training
(1) Law Enforcement Training
(6) School Bus Driver Training
(3) Fire Safety Inspector
(11) Volunteer Firefighters
(11) Truck Drivers
(11) Meat Cutter
(5) Refrigeration
(13) Small Engine Repair
(1) Electrical Power and Generating Plants
(3) Pumping Plants
(1) Hydraulic/Pneumatic Occupations
(3) Energy Production
(12) Leatherworking
(13) Upholstering
(6) Millwork and Cabinet Making
(6) Wood Patternmaking
(3) Other Trade and Industrial Occupations

(11) Diversified Cooperative Training
(14) Vocational Adjustment Laboratory
(15) Occupational Lab
(18) Occupational Work Experience

11/81

APPENDIX B

Project PREVOCATIONAL
No. 0012-4C-82-D-1

11/81

IMPORTANCE RATINGS OF PREVOCATIONAL SKILLS

Scale: 5) Absolutely Needed, 4) Frequently Needed, 3) Average/Reasonable Need,
2) Seldom Needed, 1) No Need.

PRIMARY SKILL AREA

					(Mean)		
1.	Social Skills	1.	___	___	(3.25)	___	___
2.	Time Factors	2.	___	___	(3.45)	___	___
3.	Performance Skills	3.	___	___	(3.40)	___	___
4.	Tolerance	4.	___	___	(3.50)	___	___
5.	Academic	5.	___	___	(3.00)	___	___
6.	Physical Capacity	6.	___	___	(3.20)	___	___
7.	Physical Tolerance	7.	___	___	(3.35)	___	___
8.	Emotional Tolerance	8.	___	___	(3.65)	___	___
9.	Personal	9.	___	___	(3.15)	___	___
10.	Work Habits	10.	___	___	(3.65)	___	___
11.	Personal Hygiene	11.	___	___	(3.30)	___	___
12.	Prevocational Work-Related Skills	12.	___	___	(3.25)	___	___
13.	Vocational Work-Related Skills	13.	___	___	(3.15)	___	___

APPENDIX C

11/81

IMPORTANCE RATINGS OF PREVOCATIONAL SKILLS

Scale: 5) Absolutely Needed, 4) Frequently Needed, 3) Average/Reasonable Need, 2) Seldom Needed, 1) No Need.

SECONDARY SKILL AREA

		(Mean)
1.	Self-Expression	(2.95)
2.	Sociability	(3.20)
3.	Work Independence	(3.20)
4.	Appearance	(3.25)
5.	Teamwork	(3.60)
6.	Pace	(3.10)
7.	Attendance	(4.30)
8.	Timing	(3.10)
9.	Simultaneity	(2.90)
10.	Accuracy	(3.30)
11.	Dexterity	(3.35)
12.	Choices	(3.05)
13.	Direction	(3.45)
14.	Memory	(3.25)
15.	Caution	(3.80)
16.	Repetitiveness	(3.30)
17.	Perseverance	(3.70)
18.	Stamina	(3.40)
19.	Reading Level	(3.00)
20.	Math Skills	(3.05)
21.	Writing Skills	(2.55)
22.	General Health	(3.25)
23.	Physical Skills	(3.10)
24.	Comperhension	(3.30)
25.	Attitude	(4.20)
26.	Task Performance	(3.20)
27.	Care of Supplies	(2.95)
28.	Communication Level	(3.00)
29.	Employer Relationship	(3.45)
30.	Peer Relationship	(3.45)
31.	Cleanliness	(3.35)
32.	Appearance	(3.20)
33.	Numbers Concepts	(3.15)
34.	Time Concepts	(3.35)
35.	Money Concepts	(3.10)
36.	Manners	(3.30)
37.	Self-Concept	(3.50)
38.	Citizenship	(3.15)
39.	Concept of Work	(3.70)
40.	Use of Simple Tools	(3.45)
41.	Measuring	(3.40)
42.	Economic Skills	(2.90)

More than
25,000 people
have built
the foundations
for their careers at
Buckeye Joint
Vocational School
Now we must
come to you
for your
continued support...